

**SIG Form 1 – Application Cover Sheet**

**School Improvement Grant (SIG)  
Application for Funding**

**APPLICATION RECEIPT DEADLINE**

**July 2, 2010, 4 p.m.**

Submit to:  
California Department of Education  
District and School Improvement Division  
Regional Coordination and Support Office  
1430 N Street, Suite 6208  
Sacramento, CA 95814

**NOTE:** Please print or type all information.

<b>County Name:</b> Alameda		<b>County/District Code:</b> 01-6130
<b>Local Educational Agency (LEA) Name</b> San Lorenzo Unified School District		<b>LEA NCES Number:</b> 063471005853
<b>LEA Address</b> 15510 Usher Street		<b>TOTAL GRANT REQUEST:</b> <b>\$1,676,170</b>
<b>City</b> San Lorenzo	<b>Zip Code</b> 94580	
<b>Name of Primary Grant Coordinator</b> Barbara DeBarger	<b>Grant Coordinator Title</b> Director of Elementary Education	
<b>Telephone Number</b> 510-317-4706	<b>Fax Number</b> 510-276-2127	<b>E-mail Address</b> <a href="mailto:bdebarger@slzusd.org">bdebarger@slzusd.org</a>
<p><b>CERTIFICATION/ASSURANCE SECTION:</b> As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.</p> <p>I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.</p>		
<b>Printed Name of Superintendent or Designee</b> Dennis Byas, Superintendent		<b>Telephone Number</b> (510)317-4690
<b>Superintendent or Designee Signature</b> <a href="#">Signature on original document</a>		<b>Date</b>



**School District Approval:** The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
06310	San Lorenzo Unified School District	Dennis Byas	<a href="#">Signature on original document</a>
<b>CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY</b>			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

<b>LEA Name:</b>	San Lorenzo Unified School District
<b>Authorized Executive:</b>	Dennis Byas, Superintendent
<b>Signature of Authorized Executive</b>	<a href="#">Signature on original document</a>

## **SIG Form 3 – Narrative Response**

### **i. Needs Analysis:**

#### **Background:**

Hillside School is a medium-sized elementary school located in the unincorporated area of San Leandro; thus lacking a forum, such as a town council, for public school engagement and advocacy. Hillside serves over 450 students in kindergarten through grade five. Its mobility rate is 31%. It is rare for a student who starts in kindergarten to remain at Hillside through grade five. Its student body is ethnically and linguistically diverse, the commonality being that the vast majority (84%) of students from all demographic subgroups qualify for the free and reduced lunch program. According to the 2008-09 STAR and CBEDS data, Hillside School's ethnic breakdown is Hispanic/Latino 53%, African American 32%, White (not Hispanic) 3%, Asian 4%, Filipino 2% and Pacific Islander 1%. Approximately 55% of the students speak English as a second language, with the majority of them having Spanish as their home language. Our numbers of EL and SES students have risen dramatically within the past ten years. High teacher turnover contributes significantly to a lack of consistency at all grade levels. In addition, the teaching staff does not sufficiently reflect the student demographics.

During the 2007-08 school year, Hillside Elementary School was in urgent need of substantial changes. Prior to that school year, eleven tenured teachers had transferred out of that school, due to serious communication issues between the staff and school administration. Additionally, student suspensions had skyrocketed with a total of 338 during that year, and parents felt excluded from the school community. The school was in Program Improvement Year 3. District administration determined that replacing the principal for the following year was in the best interest of the school, to provide them with a fresh perspective on improvements needed.

Prior to the 2008-09 school year, the new principal, Pam VandeKamp, began a deep and thorough needs analysis with the staff to try and determine the best avenue for repairing the issues. Among the action steps that were instituted her first year were the following:

- Because Hillside was continuing in Program Improvement Year 4 during the 2008-09 school year, the school began the investigation into the Alternative Governance requirements. The PI external evaluator hired earlier by the school (Alameda County Office of Education) continued to advise staff and assist with the process. Two years prior in 2006-07, the school had applied for and received a High Priority Schools Grant and was in the midst of implementing the reforms listed in their HPSG plan.
- As a result of the above, Ms. VandeKamp identified a series of steps for the school to take, which would improve school climate and begin to address the instructional issues. By the end of the 2008-09 school year, the school had accomplished the following actions:
  - Creation of the Alternative Governance Plan, which aligned the Single Plan for Student Achievement with the 9 EPC's and provided for specific program action steps to be implemented during the 2009-10 school year

- Overhaul of the student discipline system, and adoption of the Caring Schools Community program. (Pam hired a full time school counselor, who worked with her to develop the school's Behavioral RTI program. As a result of this work, by the end of the 2008-09 school year, the school suspension rate had been reduced from 338 in 2007-08 to 102 in 2008-09.)
- Increased parent involvement and presence at the school, including attendance at school wide events, and established functioning Parent/Teacher involvement

Although Hillside did not make sufficient gains in its AYP and was now in Program Improvement Year 5, it was prepared at the beginning of the 2009-10 school year to implement its Alternative Governance Plan. These action steps included:

- Replacing the external provider with Action Learning Systems that has contracted with them all year to provide five sessions of grade level coaching and leadership accountability support with a focus on effective program delivery. As a result of this action, teachers are more fully implementing the adopted ELA and Math programs, increasing student engagement, clearly stating learning objectives, and using effective strategies for English Learner students.
- Contracting with Child, Family and Community Services to open a Head Start preschool program on campus. The program currently serves 40 students, and has 200 more on the waiting list.
- Hiring two Teachers on Special Assignment to provide coaching and intervention services through the RTI model, and to work with EL program needs, including progress monitoring and administering CELDT and benchmark assessments
- Continuation of the full time counselor, who provides individual and group counseling for students exhibiting the need for social and emotional support, who leads the Caring School Communities team, and who coordinates the Behavioral RTI model at the school
- Extending the kindergarten instructional day, in order to provide for small group instruction and intervention.
- Increasing supplemental academic services on campus to include daily small group mathematics intervention for third, fourth, and grade five African American students and a series of Saturday sessions designed to increase cultural awareness.
- Instituting ongoing professional development on equity issues at the school and participating on the district Equity team.
- Increasing effective use of the assessment data provided through NWEA, curriculum-embedded assessments and RTI progress monitoring probes by establishing a focus on the use of the cycle of inquiry and data analysis during the weekly grade level Collaboration Time and staff meetings.

Additionally, Hillside School has made three presentations to the Board of Education on the academic and social progress of the students at Hillside. It is clear through multiple results of data analysis that the school is making academic and social improvements this year.

**Data Analysis**

Hillside School has increased its API score from 600 in 2002 to 658 in 2009, with a high score of 697 in 2007. In 2009, the school wide proficiency rate was 20% in ELA and 28.6% in Math. The school did not meet AYP requirements for either ELA or Math at any time. In 2009, significant subgroups did not meet their growth target. On the API, African American students went from 642 (2008) to 628 (2009), -14, while Hispanic or Latino students went from 677 (2008) to 653 (2009), -24. Socioeconomically disadvantaged students scores went from 665 (2008) to 645 (2009), -20 and English Learners scores went from 686 (2008) to 664, -22.

As part of her required administrative duties, Ms. VandeKamp also administered the Academic Program Survey (APS), the LRE and the ELLSA and analyzed the results of these tools with the external evaluator who was hired for the school. Through this process, and in conjunction with the aforementioned needs analysis, she determined that there were issues with several aspects of the school's implementation of the 9 EPC's. With the staff, she determined that the main failures included:

- Lack of coherent implementation of the adopted curriculum
- Lack of a consistent and fair discipline system
- Lack of a systematized RTI program
- Need for professional development on instructional program delivery
- Need for attention and professional development on English Learner program needs
- Need for a stable teaching staff

When the staff reviewed the CST data in September 2009, it noticed that the bands of students identified far below basic, below basic, proficient and advanced had become smaller, while the band of students identified as basic grew larger. African American students were identified as the lowest percent proficient in both ELA and Math among significant subgroups of the population. While the percent of students at the proficient level had increased in ELA, the percent proficient showed a significant decrease in math proficiency. In addition, the percent of students in grade five who tested proficient in science increased from 8% in 2008 to 22% in 2009.

Based on CELDT data from 2008-09 and 2009-10 of students who were present both years, 66 students moved up one level, 61 remained at the same level, and 10 dropped back one level, while none of the students dropped back more than one level of proficiency. In 2009-10 there are two students at the beginner level in grades three-five. At all grade levels, the intermediate band is the largest band. CELDT scores for all students are posted, and the staff has received specific professional development in GLAD strategies, use of Rigby supplemental ELD materials, and differentiated questioning strategies this year to address the need for English Language proficiency and progress for our EL students.

In 2009-10, students in grades two-five completed fall, winter and spring rounds of Northwestern Evaluation Association (NWEA) assessments. Comparing fall and winter RIT scores, grade two made 11 points growth in Reading, nine points growth in Math and 11

points growth in Language Usage. Grade three made 8 points growth in language usage, 5 points in reading and 13 points in math. Grade four made 8, 6, and 5 points respectively. Grade five made 5, 3, and 5 points respectively. According to the NWEA progress data, students are making significant progress with over 100 students making 10 points or more growth in one or more categories for the Winter Term. Nonetheless, through the use of the CST correlation charts, it can be predicted that many students will score in the Basic range of the CSTs for 2009-10. The NWEA data has been used to establish a school wide assessment wall, which is used to track student progress in reading and to develop SMART goals at each grade level throughout the year. These are posted in the school lobby along with the results of the NWEA benchmark assessments.

Based on classroom observations, staff meeting agendas, collaboration time agendas, teacher schedules and lesson plans, administrative walkthroughs by district office personnel, Action Walks with Action Learning Systems support, and Intervention Review Team meetings, Hillside students are making progress towards meeting Academic Performance Index (API) Goals and Academic Yearly Progress (AYP) proficiency goals. Multiple measures of progress include curriculum-embedded assessments at all grade levels, running records/DRA, AIMSWEB progress monitoring and benchmark assessments, Headsprout benchmark assessments, at grades kindergarten-two, Read 180 progress monitoring for students receiving intensive intervention at grades four and five, and Northwestern Evaluation Assessment and California Standardized Tests (CSTs) at grades two-five. These assessments indicate school-wide that students fall well below expectations for academic achievement by attaining mastery of academic content and performance standards at the school. Nonetheless, all stakeholders work together to provide a Caring School Community that values academic achievement and provides a supportive environment with high expectations for student progress and conduct. The staff and families endeavor to maximize quality instructional time in order to increase student achievement.

Using this information, the greatest challenges for the school in the area of teaching and learning will be to address the academic needs of the two main subgroups of students at the school: African American and Hispanic/Latino in English Language Arts and Math. The focus for professional development should be on ensuring fidelity to the adopted core curriculum, establishing explicit learning objectives, and ensuring alignment of instruction and practices across the grade levels. The staff also should receive ongoing professional development in the area of equity, including culturally responsive strategies for instruction.

**Additional needs not met by the Alternative Governance Plan already in place:**

1. Developing and increasing teacher and school leader (and other staff) effectiveness through the revision of the teacher evaluation process
2. Ongoing comprehensive instructional reform strategies working with external entity to provide:
  - Accountability leadership training

- Full, consistent implementation of the adopted core and intervention curriculum with fidelity
  - In-class coaching
  - Action Walkthroughs
  - English Language Development Professional development
3. Increasing learning time and creating community-oriented schools
- Continue contract with Boys and Girls Club After School Program (ASES)
  - Continue providing Supplemental Educational Services (Title 1)
  - Develop after school program to provide extended learning opportunities for students using research based methods to increase student achievement
  - Implement Parent Teacher Home Visit Project to increase parent involvement and develop community oriented school partnerships
  - Fund parent involvement coordinator (Title 1 ARRA)
4. Providing operational flexibility and sustained support
- Continued additional allocation of Title 1 funds for student support programs
  - Continued additional general fund allocation to support small group instruction in kindergarten.
  - Extra clerical and custodial hours and supplies to support additional campus activities
  - Extended learning opportunities for students
  - Continued work with external providers
5. Sustained support from an outside entity:
- Continued partnership with Action Learning Systems as the external entity

## ii. Selection of Intervention Models

The San Lorenzo Unified School District has selected the ***Transformation Model*** as the implementation choice for Hillside Elementary School. We see the work to be done by Hillside fits most appropriately within this model for several reasons, which are outlined below.

### **Selection of the Transformation Model**

When Hillside appeared on the list of persistently lowest achieving schools, and thus qualified to apply for the School Improvement Grant funds, the District Director of Elementary Education and the Principal of Hillside School conducted a presentation with the superintendent and School Board on the progress of Hillside School within their Alternative Governance Plan, and also outlined the four Models. At that meeting, the school received support for investigating the Transformation Model as the improvement strategy. The Director of Elementary Education and the Principal also met with the external provider, the site leadership team, and school staff to discuss the designation and the



possible implementation models. These stakeholders recognized that the Transformation Model was the closest match to the Alternative Governance Plan already in place. The Turn Around Model was rejected by all stakeholders because the current school staff has spent hundreds of hours in professional development and training, and has demonstrated significant improvement. To replicate that training and improvement with a brand new staff would be an inefficient use of resources. The stakeholders also decided that the charter school and school closure models were draconian interventions because of the recognized improvements happening at the school site as regards instructional delivery, program coherence and school climate. The district decided that to assist school staff in making substantial philosophical and pedagogical improvements will not only benefit the students at Hillside, but also benefit any school where the teachers might be placed, rather than simply redistributing them to other sites within the district without such training.

The principal also met with the School Site Council and Parent Involvement Committee to review the designation and subsequently received approval to proceed with this model.

Since the designation, the district and school have met several times to discuss the required elements of the Transformation Model. Although it most closely matches the reform efforts already begun through the Alternative Governance Plan, there are several elements not currently in place at the school. It was determined that the grant funding will provide the school with more capacity to advance to the next level of improvements and will fund some of the required elements. Information on this is listed below:

- **Developing and increasing teacher and school leader effectiveness**
  - Replace the principal
    - This was already done as part of the PI process within the two year limit.
  - Use rigorous, transparent and equitable evaluation systems for teachers and principals
    - This is being developed with the cooperation of the school site staff; final approval of this will be negotiated with the teacher's union. It is expected that this model will be in place during the 2010-11 school year, although it may not be fully approved until after the school year begins. The Union president and teachers have signed the Collaborative Signatures pages as evidence of this support.
    - The principal evaluation process was revised during 2008-09 to include an emphasis on student academic performance objectives.
  - Identify and reward school leaders, teachers, and other staff, who in implementing this model have increased student achievement and high school graduation rates, and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
    - Implement an aggressive public relations campaign to highlight the achievements of Hillside Staff of improving student achievement and school climate. This campaign will recognize specific practices in place at the school and provide the opportunity to replicate successful

practices at other schools. The Director of Elementary Education and Teacher on Special Assignment for Educational Technology will team together to create PR documents and plans to support the school in this area.

- Principal will continue to utilize the evaluation process to identify and support school staff to make requisite improvements. Teachers who fail to improve after ample assistance will be removed. The Associate Superintendent of Personnel will provide technical support to the principal during this process.
- Provide ongoing instructional staff, high quality, job-embedded professional development (e.g., regarding subject-specific pedagogy coaching, instruction that reflects a deeper understanding of the community served by the school, differentiated instruction, and teacher collaboration) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure it is equipped to facilitate effective teaching and learning and has the capacity to successfully implement school reform strategies.
  - This item is already in progress through the approved Alternative Governance Plan
  - The SIG grant will provide for one hour of hourly pay for teachers to prepare substitute lesson plans for professional development sessions that occur during the school day
  - SIG grant funds will provide for substitutes to release teachers to participate in professional development sessions that occur during the school day
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
  - The school will provide a stipend to teachers completing two or more years at the school site. The district and site administration will work with union leadership to develop a Memorandum of Understanding regarding this provision. SIG grant funds are being requested to support this work.
- **Comprehensive instructional reform strategies**
  - Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic content standards. This includes English-language arts and mathematics core and intensive intervention programs that are State Board of Education (SBE)-adopted (2001 or later) in grades kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.
    - This item is already in place and part of the Alternative Governance Plan. The school currently uses NWEA, curriculum-embedded assessments, RTI progress monitoring probes, CELDT, CST, and teacher developed assessments to track student progress and to re-teach. Hillside School's adopted programs for English Language Arts

and Math are both Houghton Mifflin, and its Intervention Programs are Language! and Read 180, in addition to an extensive primary grade RTI program.

- There needs to be an increase in RTI support at all grade levels to provide for smaller group instruction. Currently the need for support with intervention and targeted assistance to students outweighs the site capacity to provide this to all who need extra assistance. The site has determined that having 3 full time teachers to provide this support will enable this support to occur at all grade levels. One teacher will focus at K-1, one teacher will focus at 2-3 and one teacher will focus at 4-5. SIG grant funds are being requested for this item.
  - Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
    - Staff meets weekly during Collaboration Time to discuss student assessment results and plan for instruction using an agenda format based on cycles of inquiry. Additionally, the school site leadership team meets monthly to analyze student data and academic progress as part of the Response to Intervention model. The Alternative Governance Team also meets quarterly to review whole school data and progress and make recommendations on next steps.
    - NWEA, Data Director, AIMSWEB and other site based assessments are used regularly and on the assessment cycle to provide ongoing and timely student achievement results. These supports are funded by the district general funds to all school sites.
- **Increase learning time and create community-oriented schools**
  - Establish schedules and strategies that provide increased learning time.
    - Hillside School has already instituted increased instructional minutes for all primary grades which are well above the State instructional minutes minimums. Currently, kindergarten students attend 47,010 minutes per year, 1<sup>st</sup>-3<sup>rd</sup> grade students attend 53,117 minutes per year, and 4<sup>th</sup>/5<sup>th</sup> grade students attend 55,022 per year.
    - 100 Students participate in extended day After School Education and Safety (ASES) program run by the Boys and Girls' Club, 200 students participate in Supplemental Educational Services (SES) programs funded by Title 1 and 35 attend a Homework Club funded out of district general funds. The school would like to request SIG funds to help fund increased opportunities for 200 more students to participate in extended after school programs, with a focus on students in grades three-five.
  - Provide ongoing mechanisms for family and community engagement.
    - The school will be continuing its Caring Schools Community program, consisting of classroom meetings, cross-age partnerships, and home-to-school connections, and will be adding in a component of Home Visits using their existing Title 1 funds.

- **Provide operational flexibility and sustained support**

- Give the school sufficient operating flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
  - The district has provided increased custodial support to assist with the heavy use of the campus by all of the extended day programs. However, there is a need for more hourly time each day, as well as additional custodial supplies to meet the demand. Supplemental funds from SIG are being requested.
  - With all of the increased activities at the school site after hours, the site has determined that it needs additional clerical support and office supplies to prepare for after school program implementation, advertising to parents, and additional time for clerical staff to register students for after school programs. Supplemental funds from SIG are being requested.
  - Additionally, the district allocated extra Title 1 funds to Hillside School this year to support its Math intervention program. The district also supports a portion of the salary of their Teacher on Special Assignment for Intervention and Literacy out of Title 2 and Title 1 professional development funds. These supports would continue.
  - The district has made available music and physical education opportunities for kindergarten students to provide preparation time for kindergarten teachers who have extended their instructional day. The extension has provided opportunities for small group instruction in literacy. This support is paid out of district general funds and will continue next year.
- Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
  - The school has selected Action Learning Systems to provide ongoing coaching and technical assistance with the implementation of its Alternative Governance Plan. Stakeholders expect that this entity will continue to support the school as it moves into the Transformation Model.

### **iii. Demonstration of Capacity to Implement Selected Intervention Model**

The San Lorenzo Unified School district is confident in its ability to provide adequate supervision of the implementation of the Transformation Model at Hillside School. This is evidenced by the following:

- Hiring of an external evaluator for the school, Action Learning Systems, which is an approved provider for Program Improvement schools. This group has been working with the district for the past year to support Hillside School's further work in exiting program improvement district-wide, and has been supporting the school in particular with its Alternative Governance Plan implementation. Action Learning Systems has submitted an action plan to provide oversight and guidance on the implementation of

SIG grant objectives, which align with its current work at the school site, and extends its service to include oversight of new required areas.

- Dedicated service and time allocation for the Director of Elementary Education to provide ongoing support and assistance to the school. Currently, the Director is part of the monthly leadership and Alternative Governance meetings at the school site, and participates in planning and evaluation of program effectiveness. The director works with the school principal to provide ongoing data reports regarding Hillside School's progress to the Board of Education.
- Hillside's new principal has demonstrated that she is capable of organizing and implementing systematic changes at the school through the implementation of the Alternative Governance Plan. The school has seen demonstrated improvements in academic and social growth measures under her leadership.
- There is an established Alternative Governance Team, with members of the district staff (Assistant Superintendent of Personnel, Directors of Assessment, Special Education and Student Services, and a county office of education representative), who meet quarterly to review site progress on Alternative Governance Plan objectives. This group participated in the SIG plan development, and it supports the continued action steps and new plans that have been developed.
- Because Hillside School is the only district school in Tier 1, there are adequate staff members available to support the implementation of the SIG grant plan.

#### **iv. Recruitment, Screening and Selection of External Providers**

Hillside School has had two different external providers over the past five years. In the early years of Program Improvement, the school contracted with the Alameda County Office of education that provided technical assistance and support with the structural changes and initial implementation of the required elements and 9 EPC's. As the school fell deeper into Program Improvement, it became clear that a more hands-on coaching method was needed at the school site, and during this current school year, the site has contracted with Action Learning Systems, who has done consulting work and professional development district-wide on a variety of Program Improvement initiatives. Action Learning Systems is a State-approved provider for SAIT/DAIT schools and districts, and has a long and successful track record for supporting schools in program improvement.

Action Learning Systems (ALS) is a California-based professional development company providing comprehensive and coherent solutions for district and school level issues of quality improvement and student achievement. Action Learning Systems has a twenty-five year history in the development of standards-aligned materials, assessments, interventions and research-based instructional strategies for kindergarten through grade twelve. ALS has a record of results with districts and schools in improving student achievement including work in districts and schools participating in Program Improvement, High Priority Schools Grant Program, Immediate Intervention for Underperforming Schools Program, and Comprehensive School Reform. In addition to its many successful school and district level partnerships, ALS is a State Board of Education (SBE)-approved provider for current intervention and support initiatives in California, including Administrator Training Program (previously AB 430), Mathematics and Reading Professional Development training (previously SB 472), English Learner Professional Development (previously SB

472, ELPD), School Assistance and Intervention Team (SAIT), and District Assistance and Intervention Team (DAIT). ALS is also a state-approved Supplemental Educational Services (SES) provider.

ALS has offices in both northern and southern California, and over 50 full-time trainers, content and assessment specialists, and administrators covering a wide range of expertise and experience. ALS has proven its capacity to deliver coherent and comprehensive student achievement solutions from the district to the school site, including professional development for administrators, teachers, support staff, and parents, and providing demonstration and in-classroom coaching. ALS provides coaching for administrators and teachers, benchmark development, and leadership strategies for districts as diverse as Redwood City, Garden Grove, Los Angeles, Oakland, Woodland, Mammoth, Fresno, Colton, and Sacramento City.

#### Examples of Positive Impact on Student Achievement in Partnership Districts and Schools:

##### District Partnerships

- Garden Grove Unified School District was awarded the 2006 National Broad Award for “closing the gap.” Six years of comprehensive partnership with ALS and over 400 days of coaching benefited the district in their efforts to close the gap.
- Beaumont Unified School District (BUSD) partnered with ALS on a two-year district level intervention (DAIT) project funded by the Bill and Melinda Gates Foundation. As the only private provider asked to participate by the California Department of Education, ALS assisted BUSD in making gains in all sub-groups for two consecutive years, thus enabling the district to avoid Program Improvement (PI) sanctions. ALS provided support in leadership training, staff training, in-class coaching, and formative assessments used for data-driven decision making.
- Oakland Schools demonstrated some of California's fastest growth in state assessment with 29 schools improving API scores by 50 points or better, more than three times statewide average of 14 points. ALS has partnered with Oakland for the last 3 years developing formative assessments at all grade levels in English Language Arts.

##### School Partnerships

- Harkness Elementary in the Sacramento City Unified School District had a 59 point gain in API from 640-699 while working with ALS in 2009.
- Kinoshita Elementary exited PI status in 2009 in year 3 after receiving ALS classroom support and using ALS benchmark exams to help drive instruction. They also had one of the greatest API gains in Orange County, leaping 50 points in 2009.
- Nicholas Junior High in Orange County gained 62 API points in 2009 while working with ALS on benchmark exams and in-class coaching.
- Sacramento City Unified School District, an ALS Assessment Partner, grew in API from 679 in 2004 to 734 in 2008.
- In 2007, Pajaro Middle School in Watsonville, an ALS School Assistance and Intervention Team (SAIT) partner, was the first SAIT school in California to exit the SAIT process in just one year.

- Lincoln High School, an ALS IIUSP partner in Los Angeles Unified School District, had the greatest gain for the District in 2005.
- Sun Valley Middle School, an ALS school reform partner in LAUSD, exited PI status with one of the highest API gains for California in 2002.
- ALS's Literacy Loop Cross-age Tutoring program was named a national promising practice based on UCLA's CRESST evaluation of student achievement results.

In addition to these clear examples of ALS success, Action Learning Systems contracts independent third party evaluators to determine the effects of its partnership work in districts and schools. Many of the full reports are posted on the ALS Web site at [www.actionlearningsystems.com](http://www.actionlearningsystems.com). These independent evaluations have validated the effectiveness of ALS (e.g., Garcia-Sims, 2003; the California Department of Education, 2001; Gerbrandt, 2007). According to these studies, ALS fostered "highly significant gains" (Garcia-Sims, 2003) in its work over comparison schools. Action Learning Systems (ALS) has earned the confidence of districts statewide through its work within district partnerships, collaboration with the California Department of Education (CDE) related to the standards and School Assistance and Intervention Team training, and extensive experience translating data into classroom practice. Finally, ALS has the experience, the history, and the rigorous attention to results that should be required to provide services to districts and schools in California.

#### Summary of Experiences Associated with LEA Corrective Actions

ALS was the only private provider invited by California Department of Education to participate in the Gates-sponsored California DAIT Pilot program (2006) to determine the best approaches to intervention and support. During the period of the DAIT pilot, ALS served as the DAIT provider for the Beaumont Unified School District. ALS SBE-approved DAIT leads provided support to the Beaumont Unified School District in the process of developing and implementing the corrective Action Plan. This plan primarily focused on actions related to governance, academic alignment, human resources and fiscal resources. ALS monitored the implementation of the DAIT Action Plan and provided follow-up coaching with site and district administrators. Of the fifteen districts involved in the DAIT Pilot, Beaumont USD had the greatest overall gains of any pilot district in percent proficient and had the greatest gains in ELA grades two-eleven and the second greatest gains in math grades two-seven and end-of-course, as reported by the California Department of Education. Beaumont is working to exit the DAIT process with continued and intensified work with ALS this year. In addition to DAIT work, ALS has been an SBE-approved SAIT provider from the inception of the SAIT process in California and has a strong record of sustained experience in school improvement based on the California standards, frameworks, SBE adoptions, and State criteria. ALS has served as the SAIT provider for schools across the state of California, in districts as diverse as Sacramento-City USD, Pasadena USD, Fresno USD, Palm Springs USD, Oakland USD, Alameda USD, and Pajaro USD. Many ALS personnel are SBE-approved SAIT leads or train in SAIT schools. These ALS employees have been involved in the development of the school improvement and intervention process in California, including participating in the original development of the nine EPCs. ALS has three years of experience presenting to all new and returning SAIT Providers at the request of the CDE, including presentations to SAIT providers on

effective, research-based content coaching. ALS currently dedicates a Director position in the ALS organization for the sole purpose of coordinating and implementing the DAIT and SAIT process in districts and schools, including writing and editing the LEA Plan and Corrective Action reporting to CDE.

The confidence, exhibited by the CDE, in ALS as a DAIT and SAIT Provider is due in part to the close attention of ALS to alignment with State criteria and expectations. DAIT and SAIT teams follow the training provided by the CDE, and ensure that all DAIT and SAIT members understand their roles and responsibilities. DAIT and SAIT members at ALS are chosen for their expertise in specific adoptions used in the district, from mathematics to reading/language arts, including intensive intervention programs. ALS staffs DAIT and SAIT teams with experts in core content areas as well as English learner instruction and special education, providing full support for differentiated student needs.

ALS began working with Burbank Elementary in Pasadena USD in 2004 as the SAIT Provider. Two years later Burbank exited SAIT status. As a SAIT school, Burbank made the highest district gain and one of the highest state gains, achieving 70 points in the first year and 21 in the second year. Burbank continues to show sustainable achievement, having moved from a 2003 base API of 679 to a 2006 base of 760. English learners made impressive growth in for English/language arts, improving from 6.8% proficient in 2004 to 27.7% proficient in 2006, and for mathematics, improving from 17.0% proficient to 43.6% proficient. African American students also showed growth, improving from 31.1% proficient in 2004 to 42.6% proficient in 2006 (ELA) and 27.8% proficient in 2004 to 51.5% proficient in 2006 (math). Following ALS's successful support, Burbank school leaders, including a parent lead, were asked to present at the CDE SAIT Provider training for all SAIT Leads statewide. This is clear evidence of the positive impact of ALS on large English learner populations.

ALS helped Muir Elementary School in the Fresno USD achieve multi-year gains in English/language arts by English learners (from 4% proficient in 2005 to 18.8% proficient in 2007). Similarly, data shows uniform gains made in mathematics for English learners (from 14.7% proficient in 2005 to 32.0% proficient in 2007). ALS strategy coaching played a decisive role in supporting these achievement gains. Muir Elementary School's API gains show the success of ALS support in sustaining school improvement for schools with large English learner populations. All students have moved from a 2005 API of 551 to a 2008 API of 641. ALS's successful support in turning around an underperforming school is evident.

At both Burbank and Muir, ALS ensured full implementation of the reading/language arts and mathematics adopted instructional programs, supported with appropriate instructional strategies, such as direct interactive instruction or Academic Scaffolds for English learners. ALS implemented classroom observation tools that clearly identified key characteristics of Open Court at Burbank and Houghton Mifflin Reading at Muir. ALS assisted with the adoption of Intensive Intervention for students in grades four-six performing two or more years below grade level, including Fast Track at Muir, and worked to create a schedule that afforded the opportunity for students to be placed in benchmark, strategic and intensive intervention.



### Applications to Hillside Elementary

The specific work they are supporting the school with at Hillside is the development of school-wide instructional norms, the development of a walkthrough assessment form that takes into account specific instructional practices that are expected in each class, and leadership training sessions. A walkthrough rubric was established to measure the implementation of these strategies in classroom instruction. As a result of this work, there has been an 11% increase in teachers following the adopted curriculum in ELA and Math, a 44% increase in the numbers of teachers using culturally relevant teaching strategies, and a 66% increase in teacher clarity about learning objectives and expectations with students.

Additionally, results on the NWEA mid-year assessments show 42% of students in math and 40% of students in English Language Arts are meeting or exceeding their learning targets, which is evidence of the closing of the achievement gap.

In preparation for the School Improvement Grant, the staff was surveyed on whether or not to continue with Action Learning Systems as the external evaluator for the grant, and the staff unanimously approved the continuance of their services.

### **v. Alignment of Other Resources with the Transformation Model**

As discussed earlier, Hillside School has an active Alternative Governance Plan, which outlines specific activities the school is doing to close the achievement gap and improve student performance. Many of these activities are part of what is required in the Transformation Model. In the description of how the site will be meeting the goals of the Transformation Model (see section ii), it was noted how each of the required elements is being funded. Most of the current action steps are being funded with site and district Title 1 and Title 1 ARRA funding, Title 2 funding, Title 3 funding, and State EIA and ELAP funds. The site is seeking SIG grant funds to specifically pay for the hourly teacher pay to support the development of the Evaluation forms, pay for substitute teachers to release teachers for professional development, hourly pay for teachers to prepare for substitutes for release time, to fund the extra hours of extended time for students, stipends for staff longevity, the extra teachers to support the RTI program and provide smaller group instruction and pay for the external provider. In this way, the SIG grant is extending the opportunities for implementing more of the required elements.

### **vi. Align Proposed SIG Activities with Current DAIT Process**

San Lorenzo Unified School District is currently a “DAIT-Lite” district. As such, the district has revised its LEA Plan and has contracted with Action Learning Systems (ALS) to provide professional development assistance in several key areas of need for the district, including strategic planning at the district level, working directly with its PI school sites, providing SB472 training in both ELPD and in high school English, and focusing school sites on improving instructional quality and coherence with adopted curriculum. The reforms described for Hillside School within its Alternative Governance plan are aligned with these LEA plan goals, and have been replicated throughout the district at the elementary level; specifically as follows:

- Administrative and teacher training on culturally relevant instructional practices and student engagement
- Adoption of NWEA as the District's primary benchmark assessment system, and the purchase of Data Director to assist with assessment data management; training for all administrative and teaching staff on its use for three consecutive years
- Administrative and teacher training on using data to drive instruction
- Administrative and teacher training on English Learner program implementation
- Elementary RTI program implementation and training
- Increase in instructional time at the primary grade levels (kindergarten-grade three)
- Development of Kindergarten Readiness programs at each elementary site; 6 school sites will have preschool programs in place by Fall, 2010.

### **vii. Modification of LEA Practices or Policies**

Currently, the San Lorenzo Unified School District does not have a specific reference to student assessment results as a significant portion of the teacher evaluation system. The current evaluation system for teachers is based on the California Standards for the Teaching Profession, and is being renegotiated to incorporate the new CSTP's just recently approved by the CDE. With Hillside School's interest in obtaining the School Improvement Grant, it is seeking an MOU with the teacher's union to be able to add additional language to the evaluation form/process that focuses attention on student growth on multiple measures of assessment, including the CST's, CELDT, NWEA, RTI progress monitoring, and curriculum embedded assessments. A rubric is proposed to be established, which links specific growth percentages to ratings on the evaluation form. Hillside School proposes to establish a committee that develops the forms this summer. The specific evaluation form changes would be scheduled to be presented for negotiation beginning in September. From initial conceptual discussions with the union, there is a willingness to work together to create a mutually agreeable form, and the union president has signed the signature page for this SIG grant application.

There is an additional need to create an MOU to pay longevity stipends to teachers. There is mutual agreement with the union that they are willing to create such an MOU with the district. This would be accomplished prior to the beginning of the 2010-11 school year.

### **viii. Sustaining the Reforms after the Funding Period Ends**

For the specific project expenses which Hillside School is seeking, there are opportunities for sustaining these reforms after the funding period ends. They are described below:

- Hourly pay for teachers to develop the new evaluation system
  - Since the system would have already been developed, there will be no further funding required for this work
- Funding for expanding after school program opportunities
  - The requested funding would support an additional 200 students with extra instructional opportunities—without the SIG funding, the site will need to seek funding from other grantors in order to maintain these opportunities once the grant is over. Because the grant is three years, this would provide ample

opportunity to petition for additional funds from outside grantors. Hillside School has been advised that the ASES program funds are potentially going to be increased for school sites; when that occurs, it can apply for additional funding to support these options.

- Funding is also being requested for additional custodial and clerical hourly pay, plus supplies to support the increased after school programs
- Funding to pay teacher stipends for longevity at Hillside School
  - The requested funding would support teacher stipends of \$1000 for those who stay at the site for two years or longer; this will help the school maintain a stable teaching staff. Since this incentive will have been distributed prior to the end of the grant term, there is no need to sustain this cost after the grant term expires.
- Funding to pay for substitutes and hourly pay for teacher prep for substitutes to support professional development and coaching opportunities
  - The requested funding would support the need for continued professional development and coaching. Professional development funds will continue to be allocated at the school site, although at the conclusion of the grant, continued funding for teacher substitute preparation will not be able to be sustained.
- Funding for additional 3 certificated staff to support small group instruction and RTI
  - The requested funding would support the implementation of RTI within individual classrooms; further funding will need to be allocated from a combination of site Title 1 funds, donations and grants. Funds would be focused first on the early primary grades.

#### **ix. LEA's Annual School Goals for Student Achievement**

The district has adopted rigorous goals for student achievement that are outlined in the LEA Plan and the district's Blueprint for Success. All district staff have been given training and information on the contents of the LEA plan and the Blueprint for Success, and are expected to work towards these goals. They are as follows:

**Goal 1:** Students in our district will progress toward grade-level proficiency in core academic subjects as measured by the STAR test (Far below to Below in 1 year, Below to Basic in 1 year, Basic to Proficient in 2 years) and will meet expected growth targets on benchmark assessments (NWEA) in order to assure closing the achievement gap.

**Goal 2:** All English Learners in our district will advance one CELDT level per year until English Language Proficiency is reached and reclassification criteria is met.

All school sites, including Hillside School, are held to this standard.

#### **Evaluation of Progress**

District-wide, we have a focus on equity and closing the achievement gap. Towards that end, we have district procedures in place to monitor achievement results on a regular basis:

\* District and Site staff participate in an ongoing cycle of evaluation, reflection and action several times each year, which includes analyzing results of assessments using Data Director and NWEA reports, holding analysis sessions with site and district staff, using results to guide changes in instruction, and reassessing effectiveness. This formal cycle happens three times during the year.

\* In between these formal assessment periods, teachers hold weekly Common Planning Time meetings in which they select assessments of student progress to analyze and discuss curricular and instructional changes to ensure students are reaching their goals.

\* In addition to these sessions, each site has an Intervention Response Team who works on more frequent analysis of student response to intervention, and makes recommendations for changing instructional strategies with non-responders. We use AIMSWEB fluency probes with these students to closely track progress.

We also have commissioned annual Equity reports from Dr. Piurina Wong, who conducts a thorough analysis on our efforts to close the achievement gap. This analysis can be found on the district web site, but shows clearly that we still have much work to do in closing the achievement gap.

Our external provider, Action Learning Systems, has provided technical assistance to the district in strategic planning for program improvement, and works with our Program Improvement school sites to further the work and evaluation of progress. We report to the Board of Education several times each year regarding our Assessment results and progress towards our goals.

#### **x. Serving Tier III schools**

The San Lorenzo District is not seeking funding for its Tier III schools at this time. Our Tier III school sites will continue with the work of the external provider in making program improvement changes and improve student achievement results.

#### **xi. Consultation with Relevant Stakeholders**

In preparation for the application of these grant funds, the following stakeholders were consulted and provided guidance into the development of the application:

**March 16, 2010**

- **Hillside School Alternative Governance Team** received a program overview of the designation of Hillside School as a persistently lowest achieving school. The team reviewed the four options, and determined that the model most aligned with its current Alternative Governance Model was the Transformation Model.
- **San Lorenzo Unified School District Board of Education** received a program overview of the designation of Hillside School as a “Persistently Lowest Achieving School.” The board provided approval to research information on implementation steps for the Transformation Model.

### March 17, 2010

- **Superintendent's cabinet** determined that once information regarding the School Improvement Grants came forth, Hillside School's Alternative Governance Team would decide whether to apply for funds.

### April 12-19, 2010

- **The Director of Elementary Education and Principal of Hillside School** met to review the SIG grant application, and prepare information materials for the site and school board.

### April 20, 2010

- **Hillside's Alternative Governance Team** met to learn about and discuss the SIG grant requirements; a lengthy discussion ensued around mandated activities and how to implement them. While there were several unanswered questions, it was agreed to present the grant information to the school staff at this time. The Director of Elementary Education agreed to contact the CDE and the external provider (ALS) to help answer questions regarding grant implementation. She also participated in Webinars on the grant application process.

### April 26, 2010

- **Hillside staff** reviewed SIG grant requirements and approved moving forward on the funding application. A lengthy question and answer session helped clarify mandated versus optional implementation steps. Staff reconfirmed the decision to move forward with the Transformation Model, versus the other three options. **Union representatives** were invited to participate in this meeting. Multiple brainstormed options for activities were suggested at this meeting, including the items relating to the evaluation forms, additional staff to provide RTI services, the after school program, and external evaluator. Items were noted for the grant writing team.

### April 26-May 3

- **SIG grant writing team** creates rough draft of SIG grant application using information from the staff meetings.

### April 28

- **Principal** creates a staff survey regarding specific components of the grant; after school program, external provider, incentives, and RTI support. Results are tabulated and used in the continuing grant draft application.

### May 3

- **Hillside School Staff meeting**—staff further discusses key components of grant request, and reviews survey information of grant components. Staff is polled for

agreement on the grant concepts. At this meeting, staff made agreements on the extended learning time for students, agreed to using Action Learning Systems as the external provider, and made language suggestions regarding support for the RTI program. Further clarification on the rules of the SIG grant were also made.

**May 5**

- **SIG grant writing team** makes application revisions per staff meeting discussion.

**May 6, 2010**

- **Hillside PTA** heard a presentation regarding the SIG grant and approved the application for funds. No changes were recommended by PTA.

**May 11, 2010**

- Discussion with **teacher's union (SLEA) leadership** regarding negotiable items within the SIG grant application; agreement to negotiate reached, and conceptual discussions around the evaluation component had positive support. It was agreed to form a writing team for the evaluation component that would meet over the summer of 2010 to draft a plan for approval. An MOU would be sought after the team created the evaluation document. The team would include school and district staff and union representatives. Edits to the grant application regarding the need for MOU's for the longevity stipends were made, along with language changes regarding the negotiable items.

**May 14, 2010**

- **Director of Elementary Education** participates in CDE webinar on grant application; makes note of necessary additions and changes to budget section to comply with requirements of application.

**May 17, 2010**

- **Hillside School Site Council/SELAC** heard about the SIG grant and approved the application for funds. No changes were recommended by this group.

**May 18, 2010**

- **The San Lorenzo Unified School District Board of Education** heard a presentation on the grant application, held a public meeting and unanimously approved the application for funding.

**May 25, 2010**

- SIG Grant Submitted to the CDE

**SIG Form 4a–LEA Projected Budget****LEA Projected Budget**

Fiscal Year 2009–10

Name of LEA: San Lorenzo Unified School District	
County/District (CD) Code: 01-6130	
County: Alameda	
LEA Contact: Barbara DeBarger	Telephone Number: 510-317-4706
E-Mail: bdebarger@slzusd.org	Fax Number: 510-276-2127
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries			
2000– 2999	Classified Personnel Salaries			
3000– 3999	Employee Benefits			
4000– 4999	Books and Supplies			
5000– 5999	Services and Other Operating Expenditures			
6000– 6999	Capital Outlay			
7310 & 7350	Transfers of Indirect Costs 6.09%	\$34,434	\$33,821	\$33,821
7370 & 7380	Transfers of Direct Support Costs			
<b>Total Amount Budgeted</b>		\$34,434	\$33,821	\$33,821

**SIG Form 4b–School Projected Budget****School Projected Budget**

Fiscal Year 2009–10

Name of School: Hillside Elementary School	
County/District/School (CDS) Code: 01-61309-6002620	
LEA: San Lorenzo Unified School District	
LEA Contact: Barbara DeBarger	Telephone Number: 510-317-4706
E-Mail: bdebarger@slzusd.org	Fax Number: 510-276-2127
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries			
1999	3.0 FTE Teachers for RTI program	\$210,000	\$210,000	\$210,000
	Hourly pay for teachers to develop evaluation system, create MOU's, prepare for substitutes, run after school programs	\$181,131	\$172,915	\$172,915
	Longevity stipends	\$18,000	\$18,000	\$18,000
	Substitute teachers for PD days	\$8640	\$8640	\$8640
2000–	Classified Personnel Salaries			
2999	Extra hours custodial	\$4500	\$4500	\$4500
	Extra hours clerical	\$1250	\$1250	\$1250
3000–	Employee Benefits			
3999	15%	\$63,528	\$62,296	\$62,296
4000–	Books and Supplies			
4999	Office supplies	\$500	\$500	\$500
	Custodial supplies	\$400	\$400	\$400
	Materials for after school classes	\$18,031	\$18,031	\$18,031
5000– 5999	Services and Other Operating Expenditures			
	External Provider (ALS)	\$25,000	\$25,000	\$25,000
6000–	Capital Outlay			
6999				
7370 & 7380	Transfers of Direct Support Costs			
<b>Total Amount Budgeted</b>		\$530,980	\$521,532	\$521,532



Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<b>Indirect Cost charges</b> District indirect cost rate for 2010-11=6.09% \$34,434 in year 1 \$33,818 in year 2 \$33,818 in year 3	\$102,076	7310
Total for all object codes for LEA	\$102,076	

### School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

#### SIG Form 5b–School Budget Narrative

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<b>3.0 FTE Teachers</b> for RTI program 1 teacher to serve grades K-1, 1 teacher to serve grades 2-3, 1 teacher to serve grades 4-5 3 @ \$70,000 per year x 3 years= \$630,000	\$630,000	1101
<b>Hourly pay</b> for teachers to develop evaluation system, create MOU's, prepare for substitutes, run after school programs Evaluation system: 10 teachers x 4 days x 6 hours/day x 31.60 (hrly rate) = \$7584 Create MOU's: 5 teachers x 1 day x 4 hours x 31.60= \$632 Prepare for substitutes for PD days: 18 teachers x 4 hours (1 hour for 4 different days) x 31.60= \$2275 x 3 years= \$6825 Run after school programs: 10 teachers x 180 days x 3 hours per day x 31.60= \$170, 640 x 3 years= \$511,920	\$526,961	1106
<b>Longevity stipends</b> for teachers who remain at school site 2 years or longer 18 teachers x \$1000= \$18,000 x 3 years= \$54,000	\$54,000	1106
<b>Substitute teachers</b> for PD days 18 teachers x 4 days of professional development/coaching x \$120 sub rate= \$8640 x 3 years= \$25,920	\$25,920	1105
<b>Extra hours custodial</b> to support after school program set up/clean up 1 hour/day x 180 days x \$25/hr= \$4500 x 3 years= \$13,500	\$13,500	2106
<b>Extra hours clerical</b> to support after school program 50 hours x \$25/hr= \$1250 x 3 years= \$3750	\$3750	2106
<b>Benefits</b> costs on all personnel items above: 15% x 423,521= \$63,528 (first year) 15% x 415,305= \$62,296 (second/third years) Total= \$188,120	\$188,120	3000-3999
<b>Office supplies</b> (paper, toner cartridges, copier supplies, etc.) \$50/month x 10 months= \$500 x 3 years	\$1500	4300
<b>Custodial supplies</b> (toilet paper, cleaners, floor wax, replacement items) \$40/month x 10 months=\$400 x 3 years	\$1200	4300
<b>Materials for after school program</b> (paper, pencils, pens, books, paint, PE equipment, etc.): \$90.155/student x 200 students= \$18,031 x 3 years = \$54,093	\$54,093	4300

<b>External Provider (Action Learning Systems)</b> Annual fee for service, which includes monthly professional development sessions with staff, leadership meeting attendance and participation, data analysis, report writing, technical assistance to the district for this project, board of education reports. 2 on site coaches will provide these services to the school staff \$1000/day x 25 days= \$25,000 x 3 years = \$75,000	\$75,000	5800
<b>TOTAL ALL OBJECT CODES FOR SCHOOL</b>	<b>\$1,574,044</b>	

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/drug.asp>)

Page Generated: 5/12/2010 4:46:51 PM

[Display version](#)

## Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

**Note:** Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

### Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
  - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
  - b. Establishing an on-going drug-free awareness program to inform employees about:
    1. The dangers of drug abuse in the workplace
    2. The grantee's policy of maintaining a drug-free workplace
    3. Any available drug counseling, rehabilitation, and employee assistance programs
    4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
  - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
  - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
    1. Abide by the terms of the statement
    2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
  - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
  - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
    1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
  - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

**Hillside Elementary School**

**15980 Marcella Street**

**San Leandro, CA 94578**

Check ☐ if there are workplaces on file that are not identified here.

## Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: San Lorenzo Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Dennis Byas, Superintendent

Signature: \_\_\_\_\_ [Signature in original document](#) \_\_\_\_\_ Date: \_\_\_\_\_

CDE-100DF (May-2007) - California Department of Education

**Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-323-1544**  
**Last Reviewed: Wednesday, May 05, 2010**

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/lobby.asp>)

Page Generated: 5/12/2010 4:50:33 PM

[Display version](#)

## Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit [Standard Form - LLL, "Disclosure Form to Report Lobbying."](#) (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: San Lorenzo Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Dennis Byas, Superintendent

Signature: Signature in original document Date: \_\_\_\_\_

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

**Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-323-1544**  
Last Reviewed: Tuesday, February 24, 2009

[Display version](#)

## Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

### Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

### Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: San Lorenzo Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Dennis Byas, Superintendent

Signature: \_\_\_\_\_ [Signature in original document](#) \_\_\_\_\_ Date: \_\_\_\_\_

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

**Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-323-1544**  
Last Reviewed: Tuesday, February 24, 2009

DRAFT



**SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)****Sub-grant Conditions and Assurances**

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

**SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)**

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	San Lorenzo Unified School District
Authorized Executive:	Dennis Byas, Superintendent
Signature of Authorized Executive	<a href="#">Signature in original document</a>

## SIG Form 8–Waivers Requested

### Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

XX Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

**Note:** If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

[illegible]

**SIG Form 10—Implementation Chart for a Tier I or Tier II School****Implementation Chart for a Tier I or Tier II School**

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Hillside Elementary Tier <u>I</u> or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> XX Transformation						
Total FTE required: _____ LEA ____3__ School _____ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs over 3 Years		Resources	Oversight
			School	LEA		
<b>RP</b>	<b>Replace the principal</b>	July 2008		Standard principal salary rate	District General Fund	Director of Elementary Education
<b>FCE</b> <b>FCE</b> <b>PD,SD,TA</b>  <b>PD, SD, TA</b>  <b>IP</b>	<b>Continued implementation of the current Alternative Governance Plan and District Blueprint for Success/LEA plan</b> (in addition to regular SPSA) * Open Head Start preschool * Hire full time counselor * Hire TSA for Intervention and Literacy * Hire primary grade literacy support teacher * Institute small group instruction at Kindergarten	August 2009-ongoing  8/09--ongoing 8/08--ongoing 8/09--ongoing  8/09--ongoing  8/09--ongoing	\$0 \$210,000 \$129,000  \$180,000  \$0	\$0 \$0 \$111,000  \$0  \$14,000	Head Start Site Title 1 Site EIA, Title 1; Dist. Title 2/T-1 Site Title 1  District General Fund	Alternative Governance Team Monitors all activities in this section (principal, site leadership team, parent rep, Director of Elementary Education)

<b>FCE, PD, IP</b>	* Implement Caring School Communities program	8/09--ongoing	\$0	\$0	Site already purchased	
<b>PD, TA</b>	* Continued professional development on student engagement strategies, adherence to Core Curriculum, and culturally relevant teaching strategies from external provider	8/09—ongoing	\$252,000	\$15,000	Site Title 1/District Title 1 ARRA	
<b>IP</b>	* Additional math intervention program for grades 3-5 students	8/09—ongoing	\$0	\$75,000	District Title 1 ARRA	
<b>IP, SD</b>	* Continued implementation of NWEA assessment system	8/08-ongoing		\$30,000	District General Fund	
<b>IP, SD</b>	* Continued implementation of Data Director assessment system	8/08—ongoing		\$22,500	District General Fund	
<b>IP, SD</b>	* Continued implementation of AIMSWEB progress monitoring system	8/09--ongoing		\$2475	District General Fund	
<b>ILT</b>	<b>ASES program</b> —Subcontract agreement with Boys and Girls Club of San Leandro to provide after school extended educational opportunities and recreation—serves 100 students	8/07—ongoing	\$112,500		ASES grant funds	Director of Elementary Education
<b>ILT</b>	<b>Supplemental Educational Services</b> contracts with 6 separate providers Serves 200 students	8/07--ongoing		\$165,000	District Title 1 set aside funds	Director of Secondary Education/Categorical Programs

<b>IP</b>	<b>SIG Grant Requests</b> 3.0 FTE teachers to provide RTI support	8/10—ongoing	\$630,000		SIG Grant funds	Principal
<b>ES</b>	Hourly pay for teachers to develop evaluation system, create MOU's, prepare for substitutes, run after school programs	7/10—ongoing	\$526,961		SIG Grant funds	Principal/ Director of Elementary Ed
<b>RPR</b>	Longevity stipends for teachers at site for 2 years or longer	6/11—ongoing	\$54,000		SIG Grant funds	Asst. Supt/ Personnel
<b>PD</b>	Substitutes for professional development days	8/10—ongoing	\$25,920		SIG grant funds	Principal
<b>OF</b>	Extra hours for custodial to cover after school programs	7/10—ongoing	\$13,500		SIG grant funding	Principal
<b>OF</b>	Extra hours for clerical to cover after school programs	8/10—ongoing	\$3750		SIG grant funding	Principal
<b>OF, All</b>	Benefits on all personnel costs above	Ongoing	\$188,120		SIG grant funding	Personnel/ Accounting department
<b>ILT, OF</b>	Office supplies relating to after school programs	7/10—ongoing	\$1500		SIG grant funding	Site Office Manager
<b>ILT, OF</b>	Custodial Supplies relating to after school programs	7/10—ongoing	\$1200		SIG grant funding	Site Office Manager/ Head Custodian
<b>ILT</b>	Materials for after school program	7/10—ongoing	\$54,093		SIG grant funding	Principal
<b>TA</b>	External provider fee	7/10—ongoing	\$75,000		SIG grant funding	Director of Elementary Education
<b>IRR</b>	Implement aggressive positive PR campaign for school	Monthly, 8/10 and ongoing	\$0	\$0		Director of Elementary Education,



						Principal
<b>OF</b>	Indirect cost charges	Quarterly 10-11 and ongoing		\$102,076	SIG grant funding	Director of Business Services

[illegible]



# Meeting Agendas/ Minutes

## SAN LORENZO UNIFIED SCHOOL DISTRICT Board of Education

### Minutes for Regular Meeting March 16, 2010

- 1.1 CALL TO ORDER Mr. Fobert called the meeting to order at 5:05 p.m.
- 1.2 APPROVE AGENDA Dr. Byas requested item 1.3.2, San Lorenzo High Distributed Clubs of America (DECA) Veteran's Group, be removed and the agenda be amended. He indicated the students were unable to present at this time.
- A motion to approve the amended agenda was made by Mrs. Polvorosa and seconded by Mrs. Randall.
- AYES: Foster, Polvorosa, Randall, Sherman, Fobert
- 1.3 ADJOURN TO BOARD STUDY SESSION The meeting adjourned to a Board Study Session.
- 1.3.1 STUDENT REPORTS Christine Nguyen and Devonte Jackson, San Lorenzo High School, indicated the California High School Exit Exam (CAHSEE) is currently being administered to sophomores. Motivational posters were placed around the campus, cake was served at study sessions, and students received a hot breakfast before taking the test. Students participating in winter sports were recognized on March 9, at Winter Sports Awards Night. The San Lorenzo Distributed Clubs of America (DECA) students attended a conference in southern California. Two of the DECA teams placed second and one placed third. Spirit Week will be held March 22-26. Students will participate in various daily class themed activities.
- Jonathan Sanchez, Arroyo High School, reported Arroyo DECA students also attended the conference in southern California and three students received Gold Chapter awards. Upcoming events include a play on March 20 titled "Seussical", Kickball Tournament March 22-26, Sadie Hawkins dance on April 2, Spirit Week April 19-23 culminating with a Spirit Rally on Friday. The senior class will hold their senior picnic at Santa Cruz Beach Boardwalk on April 27<sup>th</sup>.
- 1.3.2 SAN LORENZO HIGH SCHOOL-DISTRIBUTED CLUBS OF AMERICA (DECA) VETERANS GROUP Students unable to attend.
- 1.3.3 SPECIAL OLYMPICS TEAM PRESENTATION Kristen Gudjohnsen, Energizers Special Olympics Team coach, introduced team members from San Lorenzo, San Leandro, Castro Valley, and Hayward. Mr. Gudjohnsen stated his team has been in existence for 15 years, and noted some of the students have been with him since that time. Team members thanked the District and Board members for allowing them access to district facilities to hold their basketball practices. The team presented the Board with a plaque of appreciation. Mr. Gudjohnsen invited Board members to attend future basketball events.

Mr. Fobert, on behalf of the Board, thanked Mr. Gudjohnsen and the Energizers team.

1.3.4 HILLSIDE ELEMENTARY  
PROGRAM  
IMPROVEMENT UPDATE

Barb DeBarger, Director of Elementary Education, reported Hillside School is in Year Five of Program Improvement, and currently operating their Alternative Governance Plan. Additionally, the school has just been identified as a Persistently Lowest Performing School by the California Department of Education. Ms. DeBarger, introduced Pam Vandekamp, Principal of Hillside Elementary. Together they reported on the progress the school is making with their Alternative Governance plan. Ms. Vandekamp referred to Data Progress Monitoring documents provided in the Board packets. She reviewed the data collected and elaborated on key points which included attendance, suspensions, behavior support, and parent education. They reviewed the seven Alternative Action Plan items and reported on the progress and next steps.

Ms. DeBarger and Ms. Vandekamp also reviewed information on the State's recently released list of Persistently Low Achieving Schools. They indicated schools that have made less than fifty points growth over the past five years are listed as Persistently Lowest Performing and will be able to apply for new federal funds. Schools with this designation must choose from four reform strategies. Hillside is already in the progress with the recommended strategies. The rules around the new program designation are still being created by the California Department of Education and indicated more information is coming.

They indicated they would continue to collect data on all areas of student achievement, including academic and social measures of success, continue to be in contact with the California Department of Education regarding the new designation and report on the progress in May, 2010.

Ms. DeBarger and Vandekamp responded to questions.

1.3.5 PRESCHOOL EXPANSION

Barb DeBarger indicated the State Preschool and HeadStart programs have well over 170 students on their waiting lists, with many more who need services still out in the community. Over the past few months, Ms. DeBarger researched the various options open to the district and presented an outline proposal to expand preschool offerings to all elementary schools and the current preschool site at Royal Sunset State Preschool. She indicated Kidango Inc., is non profit organization that has an excellent reputation and is able to run preschools at lower costs than school districts.

Ms. DeBarger introduced Julie Kurtz, Deputy Director, Kidango, Inc. who gave an overview of the services provided. She indicated Kidango is a community based organization with over 20 years of experience. Kidango provides early intervention services and can help support families to get services they need.

Ms. DeBarger indicated there would be no cost to the district and little to no cost to qualifying families. Highlights of the program are as follows:

- New programs would serve about 400 students from various income backgrounds (over half of incoming Kindergarten population)
- Students would be better prepared for Kindergarten
- Enhance community relations
- Affordable childcare enabling parents to find work and maintain employment
- No cost to district
- New programs will provide job opportunities to the community

1.3.6 OTHER BUSINESS  
1.3.7 PUBLIC COMMENT ON  
STUDY SESSION ITEMS  
1.3.8 PUBLIC COMMENT ON  
1.4 CLOSED SESSION ITEMS  
ADJOURN TO CLOSED  
SESSION

Mr. Fobert asked if there were any public comments on study session or closed session items.

The following speakers had questions and comments regarding the Kidango Program:

Mike D'Augelli, teacher	Bev Kral, employee
Sandy Hitchcock, CSEA President	Barbara Tavares, employee

Ms. DeBarger and Mr. Paul Miller, Executive Director of Kidango Inc., responded to questions from the public and Board.

The meeting adjourned to closed session at 6:37 p.m.

1.5 RECONVENE TO  
REGULAR SESSION

The meeting reconvened to regular session at 7:35 p.m.

Mrs. Foster left the room.

Shasta Jacobs and Johnny Stevens, East Bay Arts, reported an awards dinner was held on March 1 for the Mock Trial participants. The team did very well and Nicole Hayes won second place in the competition. On March 13 female senior class members visited the Princess Project organization to pick out prom dresses for the May 22 Senior Ball. Spirit week will be celebrated March 29-April 2. There will be daily activities to coincide with the day's theme. Students will be auditioning for a student-directed play titled "City of Angels".

Mrs. Foster returned.

1.6 ROLL CALL  
1.7 SALUTE TO THE FLAG

Following the initial roll call, with all members present, Mr. Fobert asked Mrs. Foster to lead the salute to the flag.

1.8 SUPERINTENDENT'S  
REPORT

Dr. Byas commented on the statewide March 4<sup>th</sup> event he attended in San Francisco. Dr. Byas indicated he attended several events which included the District Music Festival at Chabot College, an Arroyo High School baseball game, witnessed Brett Judson, Arroyo student receive an Eagle Scout award, was a guest speaker at an event in Sacramento where he had an opportunity to meet with candidates for State Superintendent and also met with Jack O'Connell.

1.9 PUBLIC COMMENT

Mr. Fobert reviewed the guidelines to be followed during the public comment session and opened the meeting to comments from the public for items not appearing on the agenda.

Cathy Lee, teacher and SLEA President, suggested alternative cuts and commented on a resolution she sent to the Superintendent in support of a parcel tax.

Mike Jones, San Lorenzo High teacher, commented on the recent District Music event, spoke out against budget cuts and requested they be reevaluated.

Sue Granzella, Lorenzo Manor, referred to a recent e-mail she received on improving student achievement.

Barbara Tavares, San Lorenzo resident and employee, spoke against a parcel tax.

There being no additional speakers, the public comment session was closed.

1.10 SET ASIDE CONSENT  
CALENDAR ITEMS  
1.11 APPROVE CONSENT  
CALENDAR ITEMS

A motion to approve the Consent Calendar items listed below was made by Mrs. Foster and seconded by Mr. Sherman.

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

- 1.11.1 Minutes of the March 2, 2010 Board of Education Meeting
- 1.11.2 Certificated Personnel Report
- 1.11.3 Classified Personnel Report
- 1.11.4 Title 5 Requirements for Temporary Athletic Team Coaches
- 1.11.5 Non Public School Placement of a Student with Exceptional Needs
- 1.11.6 Non Public School Placement (NPS) and Non Public Agency (NPA) Contracts for 2009-2010
- 1.11.7 Non Public School Placement for Students with Exceptional Needs
- 1.11.8 Warrant Ratification
- 1.11.9 Rejection of Claim on Behalf of Nathaniel Bocalan
- 1.11.10 Notice of Completion – D.L. Falk Construction, Inc. for Royal Sunset/East Bay Arts Heating & Electrical Upgrades

2.1 RESOLUTION NO. 3208  
SCHOOL BUS DRIVER'S  
DAY

Dr Byas indicated the fourth Tuesday in April has been designated as "School Bus Driver's Day". It is proposed that Resolution No. 3208 adopted by the Board in commemoration of the bus driver's excellent services to the youth of the community.

A motion to approve Resolution No. 3208, commemorating "School Bus Driver's Day" on April 27, 2010 was made by Mrs. Polvorosa and seconded by Mrs. Foster.

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

2.2 RESOLUTION NO. 3211,  
RELATIVE TO LAY-OFF OF  
CLASSIFIED STAFF

Sharon Lampel, Assistant Superintendent, Personnel Services, stated due to a lack of sufficient funding, it is necessary to reduce classified positions. A layoff notice will be sent to the affected employees in accordance with seniority and bumping rights. She noted that as this was not a complete list, an additional resolution will appear on the agenda of the next meeting of the Board.

A motion to approve Resolution No. 3211 calling for the reduction of classified positions was made by Mr. Sherman and seconded by Mrs. Foster.

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

2.3 PUBLIC HEARING ON  
RECOMMENDATION TO  
REAPPOINT A PERSONNEL  
COMMISSIONER

Mr. Edward Gabrielson's term on the Classified Personnel Commission has recently expired. He has indicated he is willing to serve another term as Personnel Commissioner.

Mr. Fobèrt opened the Public Hearing.

There being no comments the Public Hearing was closed.

A motion to recommend the reappointment of Mr. Edward Gabrielson to the Personnel Commission for the term of office from December 1, 2009 through November 30, 2012 was made by Mrs. Foster and seconded by Mr. Sherman.

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

2.4 PUBLIC HEARING AND  
APPROVAL OF THE 2010-  
2013 JOINT CONTRACT  
PROPOSAL FOR  
CALIFORNIA SCHOOL  
EMPLOYEES  
ASSOCIATION, CHAPTER  
692 BY SAN LORENZO  
UNIFIED SCHOOL  
DISTRICT

The current contract with the California School Employees Association Chapter 692 (CSEA) is effective from July 1, 2007 to June 30, 2010. The law and board policy require that the initial proposals for collective bargaining agreement be presented at a public meeting, that public comment be allowed, and that thereafter the Board adopt its initial proposal. This process, known as *sunshining*, is to be completed prior to commencing formal negotiations.

The joint proposal from both CSEA and the District will be available for public review in the District Office and at the public libraries.

Mr. Fobèrt opened a Public Hearing.

There being no comments the Public Hearing was closed.

A motion to approve the San Lorenzo Unified School District proposal for the 2010-2013 contract negotiations was made by Mrs. Polvorosa and seconded by Mrs. Foster.

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

2.5 PUBLIC HEARING AND  
APPROVAL OF THE 2010-  
2013 JOINT CONTRACT  
PROPOSAL FOR SERVICE  
EMPLOYEES  
INTERNATIONAL UNION,  
LOCAL 1021 AND SAN  
LORENZO UNIFIED  
SCHOOL DISTRICT

The San Lorenzo Unified School District's (District) current contract with the Service Employees International Union, Local 1021 (SEIU-1021) is effective from July 1, 2008 through June 30, 2010. The law and board policy require that the initial proposals for collective bargaining agreement be presented at a public meeting, that public comment be allowed, and that thereafter the Board adopt its initial proposal. This process, known as *sunshining*, is to be completed prior to commencing formal negotiations.

The joint proposal from both SEIU-1021 and the District will be available for public review in the District Office and at the public libraries.

Mr. Fobèrt conducted a Public Hearing.

There being no comments the Public Hearing was closed.

A motion to approve the San Lorenzo Unified School District proposal for the 2010-2013 contract negotiations was made by Mrs. Foster and seconded by Mr. Sherman.

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

3.1 MEMORANDUM OF  
UNDERSTANDING FOR  
FACILITIES USE WITH  
KIDANGO, INC.

Mr. Fobèrt stated the proposal for services by Kidango, Inc was reviewed during the Board Study Session. A Memorandum of Understanding for facilities use for Kidango Inc., is being proposed to contract with Kidango, to operate one class each at seven elementary schools; Bay, Colonial Acres, Corvallis, Dayton, Del Rey, Grant, Hesperian as well as to the current State Preschool facility located at Royal Sunset.

Cathy Lee, SLEA President commented on the availability of hot water in her classroom at Edendale Middle School.

A motion to approve the MOU's for facilities use by Kidango was made by Mrs. Foster and seconded by Mr. Sherman.

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

3.2 MEMORANDUM OF  
UNDERSTANDING FOR  
FACILITY USE FOR CHILD  
FAMILY SERVICES  
/HEADSTART

At the Board study session, the proposal for continuing the Head Start program at Hillside and expanding the program to Lorenzo Manor School was reviewed. A Memorandum of Understanding for facilities use from Child Family Services, the Head Start provider was presented to the Board for consideration. It is being proposed to contract with CFS to operate one class each at both Hillside and Lorenzo Manor elementary schools. This will add to the proposal for preschool expansion to all elementary sites in the district.

A motion to approve the MOU's for facilities use by Child Family Services was made by Mrs. Polvorosa and seconded by Mrs. Foster.

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

3.3 RECOMMENDATION ON  
STUDENT EXPULSIONS

Mr. Sherman reported that the Board, during Closed Session, had reviewed recommendations for one student and indicated it would be appropriate for the Board to take official action at this time.

A motion to approve recommendations for student number one was made by Mr. Sherman and seconded by Mrs. Foster.

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

4.1 SECOND INTERIM  
FINANCIAL REPORT FOR  
2009-2010 AND POSITIVE  
CERTIFICATION

The District is required to certify to the State twice each year as to the fiscal stability of the District. These certifications are based upon financial data as of October 31 and January 31 and are termed, respectively, the First Interim and Second Interim Financial Reports.



The Board of Education recently approved budget reductions totaling \$7 million in on-going savings. Assuming the approved reductions are implemented as approved, the District can make a **Positive Certification** regarding its financial condition, as the undesignated reserve is above the 1% level for 2009-2010 and 2010-11.

Dr Lowell Shira, Assistant Superintendent, Business Services, briefly reviewed the District's current situation and what may be expected in coming years.

Cathy Lee, SLEA President commented on the reserve, and referred to presentations given by Alameda County Office officials at previous Board meetings.

A motion to approve the Second Interim Financial Report, adopt the financial statement as the current operating budget, and approve the Positive Certification was made by Mrs. Foster and seconded by Mr. Sherman.

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

4.2 AGREEMENT FOR AUDIT SERVICES

The accounting firm of Perry-Smith, LLP has completed the current three-year agreement for auditing the District's financial statements. The District issued a Request for Proposals for auditing services and received five proposals. Representatives of the top three proposals were interviewed by District staff.

Fees charged by Perry-Smith, LLP were the lowest of the top three firms and are significantly below the previous fee structure. The firm's representatives stated that the reduced fee is in recognition of the serious financial problems facing school districts in California.

A motion to approve the agreement for audit services with Perry-Smith, LLP was made by Mrs. Randall and seconded by Mrs. Foster.

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

4.3 MEASURE E AND MEASURE O AUDIT REPORT

Proposition 39 requires school districts to contract for an Independent Performance and Financial Audit of bond activities associated with measures approved pursuant to Proposition 39. Measure E and Measure O were approved by voters pursuant to Proposition 39.

The Independent Accountant's Report on Agreed-Upon Procedures concluded that charges to the Bond Fund for Measure E and Measure O were appropriate and that no teacher or administrator salaries were charged to the Fund.

A motion to accept the Independent Accountant's Report on Agreed-Upon Procedures for Measure E and Measure O was made by Mrs. Foster and seconded by Mr. Sherman.

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

- 4.4 PUBLIC HEARING ON RESOLUTION NO. 3207 CONVEYING REAL PROPERTY FOR AN EASEMENT FOR A STORM SEWER PIPELINE
- The Hayward Area Recreation and Park District (HARD) and the Redevelopment Agency of the County of Alameda (RDA) are planning to reroute a storm sewer line from the Holland Park area to Ashland Avenue. A portion of this planning involves rerouting through the playground area of the Edendale Middle School site.
- Mr. Fobert opened the Public Hearing
- There being no comments, the Public Hearing was closed.
- Mrs. Polvorosa requested clarification of the location of the easement.
- A motion to open the public hearing on Resolution 3207 Conveying Real Property for an Easement for a Storm Sewer Pipeline.
- AYES: Foster, Polvorosa, Randall, Sherman, Fobert
- 4.5 RESOLUTION NO. 3207 CONVEYING REAL PROPERTY FOR AN EASEMENT FOR A STORM SEWER PIPELINE
- In order to proceed with the storm sewer line plan, HARD would need an easement for the sewer line as well as the right to reasonable ingress and egress. At the March 2, 2010 Board meeting the Board approved a Notice of Intent to Convey Real Property.
- A motion to approve Resolution 3207 Conveying Real Property for an Easement for a Storm Sewer Pipeline was made by Mrs. Foster and seconded by Mr. Sherman.
- AYES: Foster, Polvorosa, Randall, Sherman, Fobert
- 4.6 GIFT REPORT
- Mrs. Polvorosa indicated Board Policy requires gifts of \$500 or more in value be accepted by the Board of Education.
- A motion to accept the donations listed below was made by Mrs. Polvorosa and seconded by Mrs. Foster.
- AYES: Foster, Polvorosa, Randall, Sherman, Fobert
- | <u>Donor</u>            | <u>Item</u>                            | <u>Approximate Value</u> | <u>Site</u>     |
|-------------------------|--|--------------------------|-----------------|
| SEIU LOCAL 1021         | Donation to purchase security uniforms | \$500.00                 | District Office |
| Target Field Trip Grant | Grant to support field trips           | \$800.00                 | Lorenzo Manor   |
- 5.0 ADDITIONAL REPORTS FROM THE SUPERINTENDENT
- Dr. Byas offered clarification to statements made by the public. He indicated there would be no cost to the District to operate the Kidango program. He indicated he would take the resolution proposed by SLEA for a parcel tax, to the Washington Manor Home Owner's Association and San Lorenzo Home Owner's Association to obtain input from the community.
- 6.0 BOARD REPORTS/ CORRESPONDENCE
- There was no correspondence or reports.

- 6.1 ELECTION OF REPRESENTATIVE TO THE ALAMEDA COUNTY SCHOOL BOARDS ASSOCIATION FOR 2010-2011
- Mr. Fobèrt opened nominations for the representative and alternate to the Alameda County Schools Boards Association.
- Mrs. Foster nominated Mr. Fobèrt, and seconded by Mrs. Polvorosa.
- Mrs. Polvorosa agreed to serve as alternate
- The Board by unanimous consent designated Mr. Fobèrt as representative to the Alameda County School Boards Association (ACSBA) Board of Directors for the 2009-2010 school year and Mrs. Polvorosa as alternate.
- 7.0 ADJOURNMENT
- There being no further business, the meeting adjourned at 8:10 p.m.

*Hillside Mission Statement*

*The community of Hillside Elementary School, consisting of teaching and support staff, students and parents, endeavors to promote academic and social success for all students by offering a comprehensive, balanced and rigorous learning environment.*

*Our school community advocates for equity by working together in trust and collaboration to develop thoughtful, responsible, and confident lifelong learners.*

Hillside Elementary School  
School Site Council Agenda  
English Language Advisory Council Agenda  
Monday, April 19, 2010  
Room 4 - Hillside School Library

1. Welcome - Call to order by Co-chairpersons, Kenya Denham and B.J. Davis
2. Members sign in
3. Reading of the minutes from the meeting held March 8, 2010
  - a. Minutes approved/amended
4. Review for approval complete Single Plan for Student Achievement for school year 2010-2011

Goal 1: Students will progress toward grade level proficiency in core academic subjects as measured by the Star Test and will meet expected growth targets on benchmark assessments in order to assure closing the achievement gap

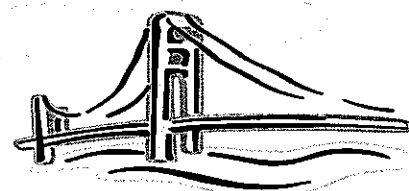
Goal 2: All English Learners will advance one CELDT level per year until English Language Proficiency is reached and reclassification criteria is met.

5. School Improvement Grant (SIG) Opportunity
  - a. Actions to be taken in addition to the Alternative Governance Plan
  - b. Review four models
  - c. Timeline for grant process
6. Report on Hillside School Programs
  - a. Response to Intervention
  - b. California Standardized Testing beginning April 26-May 14
  - c. NWEA testing beginning May 17-June 9
  - d. Action Learning Systems update

7. Adjourn

Next meeting: May 10, 2010 at 5:00 p.m. in Hillside Library

Hillside Staff Meeting Agenda  
Monday, April 26, 2010  
2:45-4:15 p.m.



*One of the most important transitions in education in the past decade has been the embrace of academic standards as the prevailing method for evaluation of students.*

*Douglas Reeves 2010*

Activity	Description	Time
Outcome:	To make a decision about applying for the School Improvement Grant associated with the Persistently Lowest Achieving School Designation	15 min.
Process	Review using Gradients of Agreement from one to five Community Agreements will be honored	
Background	<ul style="list-style-type: none"> <li>• 'Persistent' Designation in March</li> <li>• Presentation to Board of Education</li> <li>• Application for funding made available first week of April</li> <li>• Barb DeBarger reviewed application, together with Pam discussed possible budget items</li> <li>• Presented to Alternative Governance Team</li> <li>• Presented at Staff Meeting</li> </ul>	
Proposal	To apply for federal funding to implement required activities of Transformation Model in response to Persistent Designation.	
Discussion Part 1	<ul style="list-style-type: none"> <li>• In table groups, generate clarifying questions on chart paper to ask in whole group.</li> <li>• Questions will be answered or recorded for further investigation.</li> </ul>	15 min.
Discussion Part 2	<ul style="list-style-type: none"> <li>• Review possible activities to meet requirements of application for funding.</li> <li>• In table groups, discuss pros and cons which are recorded on chart paper.</li> <li>• Table groups share out with whole group.</li> </ul>	15 min.
Polling	Using gradients of agreement poll on a scale of 1-5 support for proposal	10 min.
Sunshine	<ul style="list-style-type: none"> <li>• Appreciations</li> <li>• For the Good of the Order</li> </ul>	5 min.
SLEA	When necessary	

Next staff meeting: Additional staff meeting on May 3, 2010 at 2:45 in the Staff Room

---

**To: Hillside Staff**

**From: Pam VandeKamp**

**Date: April 27, 2010**

**Re: Application for School Improvement Grant**

---

Here are the results of the Staff Survey

---

In order to extend instructional time, I recommend:

	Strongly Agree	Agree	No opinion	Disagree	Strongly disagree
Additional instructional minutes to the school day (provided by all classroom teachers—would require MOU with SLEA—paid at per diem rate) 30 min. = \$100,000  <i>Just adding an extra hour doesn't seem focused enough</i>	7	5	1	3	1
Additional instructional minutes used (as described above) for extra RTI time for all grades	8	8	2	1	
After school enrichment programs available to all students including music, drama, science, dance, art – (provided by teachers or other providers paid at hourly rate)  <i>Enrichment classes-if not provided by a teacher If students get a taste of success doing something challenging, yet enjoyable, I believe the brain path-ways they will create will help them in academics.</i>	11	7	1	1	1

Extended school year, i.e. summer school available (teachers or providers paid at hourly rate)  <i>No year long school, only            summer school            Year round school</i>	2	5	1	2	5
Comments:					

In order to fulfill requirement of external entity, I recommend:					
	Strongly Agree	Agree	No opinion	Disagree	Strongly disagree
Contract with Action Learning Systems \$25,000 <i>Not sure I agree with exhibiting            only a few students work, but I            don't know enough about the            other highlights of the system</i>	6	9	2	0	1
Contract with Alameda County Office of Education \$30,000 <i>Can we determine our own focus            with ACOE?</i>	0	4	0	3	7
Investigate another external entity ? <i>I would like to explore other            possibilities, especially an entity</i>	2	2	2	5	4

<i>that understands the culture of our particular student population</i>					
Other:					

In order to fulfill the requirement for identifying and rewarding school leaders, I would support					
	Strongly Agree	Agree	No opinion	Disagree	Strongly disagree
<i>Monetary rewards</i> <i>It will break our unity</i> <i>I think teachers should not get monetary rewards. It is going to divide the school. Teachers who won't get monetary rewards won't be happy and conflict will start. Teachers should only get paid extra if they are working in other programs, ex. Academy</i> <i>Monetary reward for extra service, not performing job above average- could 'split' staff lowering our desire to work as a whole and support each other. It should be expected to perform duties satisfactorily. We should work together to use curriculum and compliment with best practices. Reward successful teams/grade levels.</i>	1	3	3	3	6
<i>Additional professional development opportunities for specific areas</i> <i>According to grade level needs</i> <i>Only if we the teachers get to decide what development we get</i> <i>Depends on what is offered</i> <i>Would these gifted teachers be sharing their skills with us?</i> <i>But aren't the less "successful"</i>	8	5	1	4	1

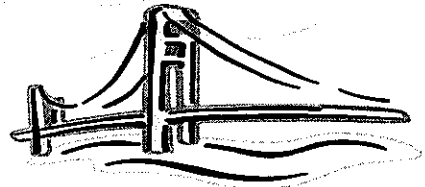


<i>teachers the ones who need this more???</i> <i>Can we vote on which PD's?</i> <i>Only if we agree what professional development we want to take-by grade</i>					
Additional school or district wide recognition <i>If these recognitions are given only for raised test scores, it has little meaning for me. There are so many other factors contributing to what I consider a "good education" and the teacher who provides it.</i>	3	5	4	3	2
Other: <i>I don't know what –but everyone needs to be a team together-a community- let's not create an us/them faculty! Maybe the recognition is Quiet- "teachers pets" are disliked by all.</i>					

Additional funding opportunities that I would support include:					
	Strongly Agree	Agree	No opinion	Disagree	Strongly disagree
Contracting with Reading Partners, 1-4 reading intervention on site program <a href="http://www.readingpartners.org">www.readingpartners.org</a> approx.: \$20,000	10	6	4	0	0
Implement home visit program with support from Parent Teacher Home Visit Project <a href="http://www.teachervisits.org">www.teachervisits.org</a> approx.: \$20,000	5	6	5	1	2

Provide three in class RTI support teachers who would team with classroom teachers during specific time of the day. Approx.: \$225,000 Yes! Yes! Yes! We need at least 1-2 hours per day Those three class support teachers need to be hired out of seniority, it should be based on experience and knowledge on reading intervention or teachers from Hillside (lay-off) who already know our kids (environment, needs) M-F, no parttime?	10	8	1		
Maintain 25:1 class size for grades K-3 for approx.: \$300,000 The hope is that lower class size will be sustained through the district when the budget improves. Except that I would ask the teachers at each level if they want it-or how much. Surely there is tons of evidence out there that class size matters Priority 1 If support teachers are strong they could really be a benefit, if not then 25:1 appeals to me.	12	3	3		
Grades K-2 for approx.: \$225,000	5	6	3	1	1
Grades K-1 for approx.: \$150,000	6	1	4	2	1
<b>Note from Barb about the option to maintain class size:</b> <i>"to support the additional teachers to specifically lower class size, we will need some kind of research base to show why we would do that. It's not on the list of required activities, so they may not approve this as a funding option. I also continue to be unsure of our chances if we ask for funds for things we can't sustain over time. We may get approval for the 3 teachers to assist with small group instruction/RTI over lowering class size"</i>					
Other:					

Hillside Staff Meeting Agenda  
Monday, May 3, 2010  
2:45-4:15 p.m.



*Facilitative mind sets, behaviors and tools are some of the essential ingredients of high commitment/high performance organizations.*  
Sam Kaner

Activity	Description	Time
Outcome:	To review and poll for support on the budget items for the School Improvement Grant	
Process	Review using Gradients of Agreement from one to five. Community Agreements will be honored	5 min
Discussion	Discussion around budget items for School Improvement Grant	20 min
Proposal	To approve budget items for federal funding to implement required activities of Transformation Model in response to Persistent Designation.	5 min
Polling	Using gradients of agreement poll on a scale of 1-5 support for proposal	5 min.
Action Walk	Action Walk Team will debrief April 24 walkthrough	30 min.
Sunshine	<ul style="list-style-type: none"> <li>• Appreciations</li> <li>• For the Good of the Order</li> </ul>	5 min.
SLEA	When necessary	5 min

Next staff meeting: Additional staff meeting on May 3, 2010 at 2:45 in the Staff Room

Hillside Elementary School Community Agreements

- Respect each other's ideas, time and work
- Observe open and safe communication
- Assume best intentions from each member
- Maintain confidentiality
- Arrive on time, begin on time and end on time
- Monitor air (speaking) time, accept silences
- Engage in active listening
- Take risks

Hillside Schoolwide Mission Statement

*The community of Hillside Elementary School, consisting of the teachers, support staff, students and parents, endeavors to promote academic and social success for all students by offering a comprehensive, balanced and rigorous learning environment.*

*Our school community advocates for equity by working together in trust and collaboration to develop thoughtful, responsible, and confident lifelong learners.*

Hillside Instruction and Intervention Mission Statement

*At Hillside School all stakeholders are committed to sharing responsibility for empowering students to set and achieve high standards for academic growth by using equitable practices and authentic research based intervention driven by data to identify and target students individual strengths and needs in order to serve each student most effectively.*

*Hillside Mission Statement*

*The community of Hillside Elementary School, consisting of teaching and support staff, students and parents, endeavors to promote academic and social success for all students by offering a comprehensive, balanced and rigorous learning environment.*

*Our school community advocates for equity by working together in trust and collaboration to develop thoughtful, responsible, and confident lifelong learners.*

Hillside Elementary School  
Parent Involvement Meeting Agenda  
Thursday, May 6, 2010 at 6:00 p.m.  
Multipurpose Room

1. Welcome – attendees were welcomed by Principal Pam VandeKamp
2. Attendees signed in
3. School Improvement Grant (SIG) Opportunity  
Discuss and approve SIG grant

Powerpoint Presentation was shown to describe background of Persistently Lowest Achieving Status for Hillside School  
Opportunity to apply for School Improvement Grant was explained  
Requirements of grant application were included  
Actions proposed to include in application were described

4. Attendees polled on support for application: all present voted yes by show of hands
5. Adjourned at 6:30 p.m.



SAN LORENZO UNIFIED SCHOOL DISTRICT  
Board of Education

**Minutes for Regular Meeting  
May 18, 2010**

1.1 CALL TO ORDER

Mr. Fobert called the meeting to order at 4:34 p.m. with all members present.

1.2 APPROVE AGENDA  
1.3 ADJOURN TO BOARD  
STUDY SESSION

Following approval of the agenda by unanimous consent with all members present, the meeting adjourned to a Board Study Session.

1.3.1 STUDENT REPORTS

Jonathan Sanchez and Angelica PeBenito reported Arroyo High School had a successful Junior Prom. While the Board was in progress there was a senior fashion show. 6:00-9:00. May 28<sup>th</sup> 2<sup>nd</sup> blood drive. Sign ups have began. Academy Award week may 24-25, future academy and tech links. May 29<sup>th</sup> senior ball at Bentley Reserve in SF. Senior ball royalty nominations began. Seniors will vote for Prom King and Queen. SLC enrollments will be May 19.

Mrs. Polvorosa asked where the Bentley building was.

Student names:

Royal Sunset East Bay Arts, Student production Thursday and Friday, A Chorus Line. Prom is the 22<sup>nd</sup> at Hs Lordships in Berkeley. Expressions school wide project, chorus dance digital music and instrumental music art June 2<sup>nd</sup>, Gallery. Every Tuesday, Pre leadership prom committee meeting, discuss prom. Graduation is June 11.

Mrs. Polvorosa commented on the performance and it was sold out. Front row were former students.

Dr. Byas asked the Arroyo Students about the car show.

Devonte and Christine, thanked the Board for allowing them to report, newly elected president and vicepresident, extended ASB class, president's cabinet and house of representatives. ASB president Casey Lewanta and Amada Johnson Souza

Casey indicated since De Mayo, every there was Spanish music, week National teacher appreciation week, food and beverages, to tell how much appreciated. Blood drive was held Friday. 150 students gave blood. President's conference in San Ramon, two day training able to network with other school and collaborate. Appointed commissioner's senate and associate positions.

Seniors will attend senior picnic Little Hills Ranch May 20, sports awards will be held May 26 baseball softball boy's tennis scholar athletes, ASB class currently planning senior June 3 senior recognition. Seniors will receive district scholarships. ASB class will go to Great America on June ?

Farewell rally on June 8 West Gym. Seniors will receive regalia.

- 1.3.2 SAN LORENZO MANAGEMENT ASSOCIATION RECOGNITION AWARDS
- Ed Diolazo, Director of Special Services, announced Gail Yothers, San Lorenzo Management Association (SLMA) President is one of the recipients of the ACSA (Association of California School Administrators) Awards. He indicated that the Gail Yothers, San Lorenzo Management Association (SLMA) President is a recipient and would not be.
- Dr. Byas indicated Gail Yothers had been appointed in region 6.
- Gail Yothers continued with the introductions and spoke briefly on honoree Mary Ainsworth, school psychologist, Bohannon, Barb Degarger, Director of Elementary Education, and Sharon Lampel, Assistant Superintendent, Personnel Services,
- Introduced nominee Barb DeBarger,
- Mr. Dialazo spoke briefly about honorees and indicated they had been presented with awards at a prior event. Gail Yothers, Bohannon, Principal, Sharon Lampel, Assistant Superintendent, Personnel Services, Mary Ainsworth, and Barb DeBarger, Director of Elementary Education. Presented with awards.
- Ms. Yothers on behalf of the SLMA Board, congratulated and thanked their years of service.
- 1.3.3 REVISIONS OF ADMINISTRATIVE REGULATION 3541, TRANSPORTATION ROUTES AND SERVICES
- Dr. Lowell Shira, Assistant Superintendent, Business Services presented revisions to Administrative Regulation 3541, Transportation Routes and Services. On March 2, 2010, the Board took action on approximately \$7 million in budget reductions. One of those recommendations was a reduction in neighborhood bussing. In order to achieve the required savings of approximately \$80,000, walking distances must be increased from 1.25 miles to 1.5 miles.
- Mr. fobert asked if it were approval is it based on legislation or district discretions.
- Dr. Shira, explained how could accommodate routes with one less driver. Increase radius.
- Mrs. Randall asked if it were going to have an effect on students who were transfered from hillside to corvallis.
- 1.3.4 SAN LORENZO EDUCATION ASSOCIATION'S (SLEA) INPUT ON BUDGET CUTS
- Dr. shira said no.
- Cathy Lee, SLEA President asked for more dialogue. Acknowledges have created tough times for everyone. Read statement turned in.
- Spoke on cuts to hit students. Spoke on the decrease in the number for teachers,
- Look at reducing higher administrative job. Proposed alternative cuts

and to look at using reserves.

Presented the Board with a powerpoint presentation

Mike Jones, preferenced it announcing a table was outside to get post\ cards to politicians.

Reveiwed background of the root cause of budge4t situation.

Reinerated not agreement with cuts that have been implemented. Cuts away from classroom.

3 district mandated cuts: Class size,	\$800,00
Supplemental counseling	\$226,000
Librarians	\$310,0000

SLEAS Alternatives – Reduce comp packages,	100,000
Reduced overtime	90,000
Edminate administ of fed/state programs	130,000
Postpone purchase of new texts	\$300,000

District-wide librartian	\$55,000
Outside consultants	\$100,000 or 200,000

Use inhouse people

SLEA Furloug days 1-2 \$220,440,000

District reserves \$200,000

Totals 1,195 to 1,515 million

Doable sensible and emphasize programs and positions. Have least direct impact.

Mrs. Polvorosa asked about retirement packages,

Cathy lee indicated Gatsby, has money

Dr. Byas explianed it was for future retirees. Underfunded for retirement funds. Set aside 10-20 million dollars.

There is a period the state is mandated when we fully mandated. Discussion on GATSBY. Dr. byas indicated he would get a copy of the actuary.

Mr. Fobert asked for a presentation of that and the consultants.

Foster, fobert and dr. byas asked for copy of presentation.

Disbensed information on actions to be taken at feeral level

### 1.3.5 FIRST FIVE PRESENTATION

Barb DeBarger, Director of Elementary Education, presented information on the district's partnership with First five/Alameda County, who provides kindergarten readiness programs and funds. Ms. DeBarger stated as part of the partnership, district Kindergarten teachers have participated in a two-year study of student readiness for school. Introduced Erin Freschi, Director of First Five Alameda county, who provided an overview of the study and the results. c

Ms. Freschi, indicated funded by prop 10 tobacco funds of readiness. reviewed the basic building blocks, works with all of the school districts. Major findings students and families measured what skills children had upon kindergarten entry what teachers think about readiness skills predictors of readiness impact on F5AC program. Children family and schools need to be ready. Reviewed methodology, approach tools and other data sources and scope. Each child assessed on 24 skills. Assessment conducted in primary languages. Reviewed 37 classrooms with 577 children observed. 31 out of 37 classrooms were from San Lorenzo study.

Self care and motor skills social expression and then kindergarten academics.

63% were english learners, family were largely low income, risk factors, 50% had preschool experience.

Overall students were doing fairly well, self care and motor skills were most proficient. Reviewed proficiency patterns. 49% are all stars

Surveyed teachers: lowest to highest presented building blocks.

How much time is spend reviewed what contributes to readiness. Children older, greater well-being, higher household income child is a girl, child attended First 5 summer Pre-K, child attended preschool.

Overall readiness in summer pre-k did better in self care and motor skills. How did they compare county wide. even with all other Alameda County students. Areas to need more support negotiated with peers expressive abilities. Couldn't rhyme words or recognize letters.

Sum- Alameda county award 1.8 million. This summer summer pre-k at every elementary school campus and maintain for 5 years. Working on how to bring all together.

Questions:

Mrs. P., summer pre k – five weeks

Barb DeBarger indicated ahead information for Board member on additional information on preschools offered in the district.



Mrs. Foster asked about any Data on preschool and Summer pre k  
-can't go to Summer k if you had preschool.

Case by Case on exceptions.

1.3.6 HILLSIDE ELEMENTARY  
SCHOOL IMPROVEMENT  
GRANT



Barb DeBarger reported Hillside Elementary School is in Year 5 of Program Improvement and it is implementing its Alternative Governance Plan. On March 16, 2010, the Board heard an overview of Hillside's current situation of being placed in the federal program for "Persistently Lowest Achieving Schools" and the program improvements already in place. Ms. DeBarger indicated in April the California Department of Education released information regarding School Improvement Grants (SIG) offered to school sites with the designation of "Persistently Lowest Achieving Schools" Staff and parents decided to write an application for the

Reviewed the alternatives, After meeting district level meetings, staff survey, leadership meetings, and union leadership. as a result transformation model. Model allows for tailoring site specific needs to improvement, rather than one. Many required reforms are already in process with little exception. May apply for grant.

There is a two year allowance and pam meets criteria, use rigorous transparent and  
Sleas willing to negotiate an MOU on behalf of Hillside towards this goal.  
Development of this system will take place in summer 2010.

Implement an aggressive PR campaign to highlight the achievements at Hillside. Publicly acknowledge excellent practices. Implement the evaluation system effectively.

Provide professional development, the alternative governance plan addresses this. Longevity stipend for teachers who have been at the site for 2 years or longer. District will follow the HGET Eitable district plan for placing qualified teachers.

Reviewed all required activities, most of which are covered in reports to board on progress.

Ensure all students have additional learning activities. Currently 200 in supplemental education service program 100 boys and girls club.

Increase parent and community engagement. Create new home visits program.  
Hillside to get additional sustained support which will be paid for by the grant. School has selected action learning systems to provide ongoing coaching. Asking for \$565k 406 in federal SIG grant funds reviewed budget request.

Pam vanDecamp was unavailable due to a scheduling conflict. C

Ms. DeBarger and Pam Vandekamp, Principal, Hillside Elementary answered questions.

Grant is due June 1, and need to send in application.

Grant awards will be handed out mid july, can be turned down, if not enough money or if can't negotiate an mou funds can be returned with no penalty.

Mr. fobert reviewed the state funding. Do consultants have probabalitly of success. \$20,000 for mterials and suppliesd asked about after-school programs part of prop 49. Have to recrute staff, try to use certificated people or classified staff or organizations.

Mrs. Foster, asked about 3 additional te4acyers to do agressive RTI prgramom how does it look different.

Mrs. DeBarger indicated many districts may wait until next year. Not part of prop 49, it's so

Mrs. deBarger eplained teachers may come in, more than likely students will be pulled out.

Discussion on how the RTI would be impelemented.

Mrs. Polovorosa, 3 teachers would be working with various levels.

Discussion on how groups would be determined .

Mrs. Randall, asked who would decide,

Barb, principal.

1.3.6 OTHER BUSINESS  
1.3.7 PUBLIC COMMENT ON  
1.3.8 STUDY SESSION ITEMS  
1.4 PUBLIC COMMENT ON  
CLOSED SESSION ITEMS  
ADJOURN TO CLOSED  
SESSION

Mr. Fobert asked if there were any public comments on study session or closed session items.

Alan Fishman, math teacher green academjy, coming with declaration of no confidea=ence. Read san lorenzo, algebra, 1. issues of tracking. Data discates action. District officials. Vote of no confidence.

Mr. fobert asked for a copy.

Yeilded time to Mr. Fishman. He continued to read statement.

Carmen Castro, daughter graduated and harvard student. Commented on teachers at san lorenzo.

April Ellis, teacher, spoke on teachers who have recently left. And spoke on behalf of another teacher and budget cuts. Read from e-mail sent. Asked which comprehensive hs might be closed. Commented on royal hs student, in comparison to hesperian school. Commented on previous comments. Confusion. Would SLZ HS be closed.

After public comment clarification may not conduct dialogue, dismayed this is venue to bring u important issued

6:26 adjourned.

There being no other business or public comments, the meeting adjourned to closed session at 6:26 p.m.

1.5 RECONVENE TO  
REGULAR SESSION

The meeting reconvened to regular session at 7:35 p.m.

1.6 ROLL CALL  
1.7 SALUTE TO THE FLAG

Following the initial roll call, with all members present Mr. Fobèrt asked Mr. Sherman to lead the salute to the flag.

1.8 SUPERINTENDENT'S  
REPORT

The Bulletin Board and Display Case contain some of the work Hesperian School students are able to do in both English and Spanish. The display was put together by the Hesperian bilingual teachers with help from the principal and the Title I teacher.

Softball and Baseball teams at Arroyo  
Arroyo Car Show, Pow Wow at Arroyo High School, USC Graduation.

Mrs. Polvorosa asked about the motorcycles the Motor show

Dr. Byas indicated it was May 8.

1.9 PUBLIC COMMENT

Mr. Fobert reviewed the guidelines to be followed during the public comment session and opened the meeting to comments from the public for items not appearing on the agenda.

Board is unable to comment on items from public comment because

Portions have contained misrepresentations . 3 minute per person and total of 30 minutes.

Barbara Tavares, employee, commented on meetings, and commented on other personnel and how importance. Commented on furlough days. Commented on the unity of district.

Elliott Schnieder, former teacher, spoke on the importance of teachers and larger class sizes and democracy. S3206 Keep our Educators Working Act.

David Faria, Arroyo High School, commented on importance of all district positions as well teachers.

Lorenzo Manor parent, quoted board bylaw and in support of lower class sizes.

Mike Jones, Slea, follow-up on S3206. while Mr. Schnieder passed out information. Commented on expressing disagreements.

Cathy Lee, SLEA President, spoke on working conditions for teachers.

Ron Ghiselli, San Lorenzo Veteran's Memorial project. On memorial day lone tree cemetery in Hayward 10:00 honor veteran's at slz high and lay flowers at gravesite of former student. Invited board

Closed public comment.

1.10 SET ASIDE CONSENT  
1.11 CALENDAR ITEMS  
APPROVE CONSENT  
CALENDAR ITEMS

A motion to approve the Consent Calendar items listed below was made by Foster and seconded by Sherman

AYES: Foster, Polvorosa, Randall, Sherman, Fobert

- 1.11.1 Minutes of the May 4, 2010 Board of Education Meeting
- 1.11.2 Minutes of the May 7, 2010 Special Board of Education Meeting
- 1.11.3 Certificated Personnel Report
- 1.11.4 Classified Personnel Report
- 1.11.5 California Interscholastic Federation Representatives 2010-2011
- 1.11.6 Overnight Trip Request-San Lorenzo High School's Green Academy

Trip to the Marine Headlands

- 1.11.7 Overnight Trip Request-Arroyo High School/Close-Up-Washington D.C.
- 1.11.8 Nonpublic School Placement of a Student with Exceptional Needs
- 1.11.9 Consideration of Board Member's Absence
- 1.11.10 Warrant Ratification
- 1.11.11 Declaration of Obsolete Surplus Items
- 1.11.12 Resolution No. 3217, Year-End Budget Transfers
- 1.11.13 Resolution No. 3218, Temporary Borrowing between Funds as a Result of State Apportionment Deferral

2.1 RESOLUTION NO. 3219,  
RELATIVE TO LAY-OFF OF  
CLASSIFIED STAFF

Sharon Lampel indicated due to the Adult School hours some positions have been reduced. Due to the lack of sufficient funding, it is necessary to reduce classified positions. A layoff notice will be sent to the affected employees in accordance with seniority and bumping rights.

A motion to approve Resolution No. 3219 calling for the reduction of a classified position was made by Mrs. Fister and seconded by Mr. Sherman .

Mrs. Polvorosa commented on a statement made by a student.

AYES: Foster, Polvorosa, Randall, Sherman, Fobert

3.1 MEMORANDUM OF  
UNDERSTANDING  
BETWEEN THE SAN  
LORENZO UNIFIED  
SCHOOL DISTRICT  
(SLZUSD), THE UNITED  
SENIORS OF OAKLAND  
AND ALAMEDA COUNTY  
(USOA) AND THE DEPUTY  
SHERIFF'S ACTIVITY  
LEAGUE (DSAL)

An elective course is scheduled for the 2010 Summer School session as a collaborative effort between the San Lorenzo Unified School District, the United Seniors of Oakland and Alameda County, and the Alameda County Deputy Sheriff's Activity League (DSAL). This program has the capacity to enroll 30 high school students during summer school with a focus on Life Skills to include nutrition and barriers that affect students' ability to live well and thrive.

A motion to approve the Memorandum of Understanding between the San Lorenzo Unified School District, United Seniors of Oakland and Alameda County, and the Alameda County Deputy Sheriff's Activity League was made by Randall and seconded by polvorosa .

Mrs. Foster asked about Seniors or Senior Citizen.

Ms. Spears indicated it was seniors come to show life skills to students.

AYES: Foster, Polvorosa, Randall, Sherman, Fobert

3.2 CONDUCT PUBLIC  
HEARING CONCERNING  
THE PETITION OF PIVOT  
CHARTER GOVERNED  
BY ROAD EDUCATION,  
INC., TO BECOME A  
CHARTER SCHOOL OF  
THE SAN LORENZO

The Board of Directors of Road Education, Inc. have decided to contract with Advanced Academics, Inc. (AAI), a subsidiary of DeVry Inc. The company was founded by educators who have a passion for student success. Since its inception in 2000, Advanced Academics Inc. (AAI) has implemented online learning programs in schools and districts across 30 states. AAI online learning services are used across the country for advanced learning, traditional students seeking a non-traditional

environment, alternative learners, scheduling conflicts, dropout recovery, and missing credits. Advanced Academics is NCACS (North Central Associations of Colleges and Schools) accredited and CITA (Commission on International and Trans-Regional Accreditation) accredited, through their distance education division. Advance Academics is also recognized by the NCAA (National Collegiate Athletic Association).

Mr. Fobert conducted a public hearing

Dr. Byas indicated that next Board meeting they would be in Board study session.

Summary of charger was passed out Brooke Sell, on-line school. Virtual school, learning center.

Spoke on school meeting on 23<sup>rd</sup> of may in chico.

The public hearing was closed.

Mrs. Foster-commented on charters and no data. What grade level 15 students

Ms. Sell, all students passed and one didnt.

Dr. Byas asked if all students took it 4 and 2 in may 5 of 6 passed  
Aware we have one-line

Mr. fobert asked if there as virtual academy that covers these counties.  
Commented when you take a student you get the ada.

Gaspar Martinez, ed tech, financial operational consultant  
If there is a student the charter school is in the district. what about selpa students, we have encroachments.

Mr. fobert indicated you would get selpa money,

Mr. Martinez, the encroachment would be proportionate .

Mr. fobert indicated it is if your charter is well written it is impossible for us to turn you down successfully.

Mr. Martinez, indicated

Mr. fobert reminded the public that we turned KIPP down. We need you to understand the frustration of turn away a charter. Duploicating charter.

Mr. Martinez, indicated Oakland Unified has 30 different charters.

Mr. Fobert asked what happens where do they take the children,

Mrs. Sell, learning center where the children live. Not eligible to provide a facility, because it is a

Mr. Martinez, indicated they send out.

Mr. Fobert asked if there was a financial obligation.

Mr. Fobert indicated it was helpful to homeschoolers. Commented on students who currently have a difficulty getting their credits. Would it be possible for our students to take courses to get graduation

Advanced academics representatives, -credit recovery,,

Palm Springs, independent study, charter school in Ventura County El Monte,

Dr. Byas asked about percentage. 1% is not helping.

Mr. Martinez, proposed charter can tap into

Mrs. Pell, SELPA funds,

DOES SELPA

Ed DiIazzo indicated our SELPA director has not been communicated. Have not had a good representative for SELPA or special needs.

Dr. Byas indicated if students leave

Rahsaan Mitchell

Mrs. Polvorosa, on-line courses. Can take them from home or learning centers. What is guaranteed that those students are taking those tests and not someone else.

Strategic ways to insure integrity.

Mr. Martinez, indicated teachers evaluate course work.

Mrs. Foster asked why San Lorenzo

Mrs. Pell, want to have a strong relationship with the district. Charter could generate.

Mr. Martinez indicated

Mr. Fobert indicated it has to be Alameda County,

Mr. Fobert how students would get computer and internet.

Ms. Pell, lend a computer and internet access for home computers. Cell phone access with a telephone.

Mr. Mitchell,

Advanced academics teachers are housed in Oklahoma City, collaborate and have multiple state credentials.

Ms. Lampel, Multi state credentials, are they California credentials, title 1 and no child left behind. HGET.

Mr. Mitchell documentation can get

Mr. Fobert asked if teachers were part of a union is it devry. Is Rhodes a subsidiary.

Er. Byas asked where the Board meetings held. Asked about KIPP.

Mr. Fobert asked for market research data

Mrs. Randall, asked about the need for this type of school. What money is involved

Charter school no charter.

Pam Fobert, teacher in the district, clarify what happens if a charter school comes to the district. Is there anything that KIPP can do.

Mr. Fobert indicated if the state charters, there will be nothing we can do.

Cathy Lee, SLEA, commented the highest drop out rate is on-line classes. Assistance on testing is possible.

Elliott Schneider, commented on how many teachers for each student

Mr. Mitchell, on-line learners may have 1 or two students within the hour.

Elliott, what is the ratio from students

Mitchell 25 to 1. access is at different times.

Mike Jones, interaction is enhanced live. Concern for the ones that will not benefit vs the ones that will.

Mr. Fobert, if we have a student to take one course, what is the cost.

Mr. Mitchell, cost 100 per semester course, if use our teacher. \$300 to send a student for credit recovery.

Barbara Tavares, employee, how much will this effect interverted students, encouragement.



Doug Marr, SEIU, how far do they have to travel to the resource center and who is responsible. Do we have to supply the property. Can a student be dual enrolled.

Ms. Sell, centers are placed where students live. Independent Study ,

Students can not be dual enrolled.  
Carmenm Castro, liability,

Public Hearing closed

3.3 EDENDALE MIDDLE  
SCHOOL ALTERNATIVE  
GOVERNANCE PLAN

On May 4, 2010 the Board was presented with the Edendale Middle School Alternative Governance Plan. As part of the required activities during this year, a District/Site Leadership Team was formed to analyze four options for restructuring Edendale Middle School for the 2010-11 school years. This DSLT, along with the School Site Council, complied with the requirements, and have developed the Edendale Middle School Alternative Governance Plan.

Mr. fobert opened a public hearing

Cathy Lee, SLEA, proposal,

Ms. Spears, indicated it is the same plan.

Mr. Sherman, asked if everything O.K.

Ms. Spears indicated the proposale is the same.

Ms. Lee, indicated last night some of the theings were changed, Ed Equity was coming in. Ms. Spears indicated they would be taken out of the site.

Dr.Byas indicated you picked up another

Ms. Lee, asked if ilearn . 3 entities.

Approved unanimously despite not being attached.

A motion to adopt the Edendale Alternative Governance plan was made by foster and seconded by sherman .

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

3.4 HILLSIDE ELEMENTARY  
SCHOOL IMPROVEMENT  
GRANT



The School Improvement Grant for Hillside School was presented for Board approval. The Alternative Governance Team at Hillside School, along with the school staff and parents are recommending that the board approve this grant application. The grant was included in the Board packet, and an overview was presented at the Board Study Session earlier this evening. Barb DeBarger, Director of Elementary

Education and Pam Vandekamp, Principal at Hillside School will be on hand to answer any questions.

A motion to approve the Application for School Improvement Grant Funding for Hillside Elementary School was made by Mrs. Polvorosa and seconded by foster .

Unanimous.

Thanks ms. debarger

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

3.5 RECOMMENDATIONS ON STUDENT EXPULSIONS

Mr. Fobèrt reported that the Board, during Closed Session, had reviewed expulsion recommendations for eight students and indicated it would be appropriate for the Board to take official action at this time.

A motion to approve recommendations for student number one was made by Mrs. Polvorosa randall and seconded by

4 to one Mrs. foster noe

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

A motion to approve recommendations for student number two was made by polv and seconded by foster

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

A motion to approve recommendations for student number three was made by polvorosa and seconded by foster

AYES: Foster, Polvorosa, Randall, Sherman, Fobèrt

4.1 PUBLIC HEARING ON THE FLEXIBLE USE OF CATEGORICAL PROGRAM FUNDS

Due to the massive budget reductions required by the State legislature, the District must make use of the Categorical Flexibility provisions in order to preserve as many of the core academic and support programs as possible. Prior to implementing the flexible use of Categorical Program Funds, the Board must conduct a public hearing to take testimony from the public, discuss, and approve or disapprove the proposed use of funding.

Since the last public hearing and action on Categorical Program Funds, additional programs have been identified for flexible use.

Mr. Fobèrt opened a public hearing.

No comments, Public Hearing closed

Mrs. Polvorosa asked ROP

The public hearing was closed.

4.2 AUTHORIZATION ON THE FLEXIBLE USE OF CATEGORICAL PROGRAM FUNDS

Due to the State legislature's unprecedented and massive reduction in funding for public education in California, that legislature also provided school districts with the authority to use Categorical Funds for "any educational purpose, to the extent permitted by law." The flexibility to transfer these categorical funds to the UGF (Unrestricted General Fund) may be exercised subsequent to holding a public hearing on the matter.

The Board previously acted on several Categorical Programs. Additional programs later became available for flexibility. All programs subject to flexibility are listed below.

<u>Categorical Programs</u>	<u>Reso urce</u>	<u>Estimated Annual Amount</u>	<u>Proposed Use of Funds</u>
9th Grade CSR	1200	\$300,000	Meet Educational Needs
	6285/		Meet Educational Needs
Adult Education & Adult CBET	6390	\$1,600,000	
	6760/		Meet Educational Needs
Arts & Music Block Grant	1	\$180,000	
CAHSEE Instructional Support	7055	\$125,000	Meet Educational Needs
Certificated Staff Mentoring	7276	\$110,000	Meet Educational Needs
Charter School Block Grant	NA	NA	Meet Educational Needs
Community-Based English Tutoring	6285	\$150,000	Meet Educational Needs
Deferred Maintenance	6205	\$450,000	Meet Educational Needs
GATE	7140	\$95,000	Meet Educational Needs
High Priority Schools Grant & II/USP	7258	\$1,500,000	Meet Educational Needs
Instructional Materials	7156	\$780,000	Meet Educational Needs
Math & Reading Professional Development	7294	\$36,000	Meet Educational Needs
National Board Certification Incentives	6267	\$15,000	Meet Educational Needs
Oral Health Assessments	0000	\$7,000	Meet Educational Needs
PE Teacher Incentive	6258	\$165,000	Meet Educational Needs
Peer Assistance & Review	7271	\$60,000	Meet Educational Needs
Professional Development	7393	\$600,000	Meet Educational Needs
Pupil Retention Block Grant	7390	\$35,000	Meet Educational Needs
ROC/Ps & ROP Apprentice	6350	\$2,000,000	Meet Educational Needs
School & Library Improvement	7395	\$950,000	Meet Educational Needs
School Safety Block Grant (Gr. 8-12)	6405	\$170,000	Meet Educational Needs
Supplemental Hourly Instruction	0000	\$400,000	Meet Educational Needs
Supplemental School Counseling	7080	\$400,000	Meet Educational Needs
Teacher Credentialing Block Grant	7392	\$160,000	Meet Educational Needs
	7394/		Meet Educational Needs
TIIG Grants & Ed. Technology	7110	\$350,000	
Teacher Recruitment Block Grant	6275	\$72,000	Meet Educational Needs
Parent Teacher Grant – Nell Soto	6340	\$1,900	Meet Educational Needs
Career Tech Ed Equip Supplement	6377	\$8,400	Meet Educational Needs
California Inst. School Gardens	7026	\$2,800	Meet Educational Needs
Discretionary Site Block Grant	7396	\$65,000	Meet Educational Needs
Discretionary District Block Grant	7397	\$97,000	Meet Educational Needs

Instructional Library & Ed. Tech	7398	\$1,700	Meet Educational Needs
IIUSP SAIT	7256	\$8,400	Meet Educational Needs
English Lang Acquisition Program	6286	\$99,500	Meet Educational Needs
Any other Tier III Program or Funds received by the District	Any	Any/All Amounts	Meet Educational Needs

A motion to authorize the flexible use of Categorical Program Funds listed above for the uses specified was made by foster and seconded by sherman .

AYES: Foster, Polvorosa, Randall, Sherman, Fobert

4.3 SELECTION OF  
INDEPENDENT CITIZENS'  
OVERSIGHT COMMITTEE  
MEMBERS

One of the current members of the Committee, Gaye Foss, has served Measure E for two consecutive terms and has submitted her resignation. Diana Souza has submitted an application for membership on the Committee and meets the qualification for membership.

A motion to accept Gaye Foss' resignation from the Measure E and Measure O Citizens' Oversight Committees at the expiration of her term for Measure E and approve Diana Souza's appointment to serve on both Committees effective immediately was made by foster and seconded by sherman .

AYES: Foster, Polvorosa, Randall, Sherman, Fobert

4.4 SUPERINTENDENT'S  
ADDITIONAL  
RECOMMENDATIONS FOR  
BUDGET REDUCTIONS

At the March 2, 2010 Board meeting, the Board approved budget reductions totaling approximately \$7 million. One of the items, sweep of unrestricted supply budgets, was anticipated to result in \$500,000 in savings.

Due to higher than expected spending, the savings will be much less than anticipated. Therefore we are recommending that the Board approve the sweep effective May 19, 2010 of all unrestricted Non-Capitalized Equipment, Travel and Conference, and Professional/Consulting Services accounts, with the exception of amounts needed to fund existing contracts approved prior to May 19, 2010.

It should be noted that this additional budget reduction will not be enough to overcome the shortfall in savings from the sweep of unrestricted supply budgets. Staff will continue to pursue possibilities for additional savings.

Cathy Lee, asked about consultants.

\$j200,00 savings

A motion to approve the sweep effective may 18,2 010 of all Unrestricted Conference and Travel budgets and all Professional/ Consulting Services budgets, with the exception of amounts needed to fund existing contracts approved prior to May 19, 2010 was made by Mrs. Polvorosa and seconded by randall .

AYES: Foster, Polvorosa, Randall, Sherman, Fobert

4.4 GIFT REPORT

Board Policy requires gifts of \$500 or more in value be accepted by the Board of Education.

A motion to accept the donations listed below was made by Mrs, Randall and seconded by Polvorosa

AYES: Foster, Polvorosa, Randall, Sherman, Fobert

<u>Donor</u>	<u>Item</u>	<u>Approximate Value</u>	<u>Site</u>
Corvallis School PTA	Donation for Corvallis School Library	\$ 564.05	Corvallis School
Corvallis School PTA	Donation to purchase teacher supplies	\$ 1,473.00	Corvallis School

5.0 ADDITIONAL REPORTS FROM THE SUPERINTENDENT

Mrs. Polvorosa, attended east bay arts A Chorus Line and went to Corvallis School spring concert, was very moved. Sang in different languages. Complimkented Mrs. fobert onher direction.

Will lose special choir with all the budget cuts.

Mjrs. Foster, requested get a presenttion about the math at the high schools with details attrition and or terms of what types of math we are taching and success and compares to grade level math,

Mr. Sherman, BTSA meeting with 3 or 4 schools.

6.1 BOARD REPORTS/ CORRESPONDENCE

7.0 ADJOURNMENT

There being no further business, the meeting adjourned at (:22. p.m.



**Action Learning Systems, Inc.**

# Letter of Support

School Improvement Grant  
Support Letter

May 10, 2010

To:

**Barbara DeBarger**

Director of Elementary Education, San Lorenzo Unified School District

I have reviewed your School Improvement Grant proposal and Action Learning Systems is very excited to take part in supporting this worthwhile project. We hope our long-standing relationship with the San Lorenzo Unified School District has been beneficial for your teachers and students and we hope to continue this work at Hillside Elementary School. Because we work with teachers from across the state, we believe it will also strengthen conversations with districts throughout California.

The plan that the administration and teachers at Hillside, with the support of the district, have put together is tightly aligned to the grant criteria and is reflective of best research-based practices. We are glad to provide your district with continued high-quality professional development, leadership support and monitoring, and through this project, we believe that an even stronger cadre of teachers and an even more dedicated staff will emerge.

Both our organizations and the students at Hillside Elementary School will benefit from the implementation of this plan. We wish you great success and we stand ready to assist when the opportunity presents itself.

**Cindy Lenners**

Vice President, Action Learning Systems

---

SOUTHERN CALIFORNIA  
135 South Rosemead Blvd. • Pasadena, CA 91107  
626-744-5344 • fax: 626-744-5355



NORTHERN CALIFORNIA  
3940 Industrial Blvd. #100 • West Sacramento, CA 95691  
916-447-0762 • fax: 916-447-0766

[www.actionlearningsystems.com](http://www.actionlearningsystems.com)

SanLorenzo.Support (LTR) • 1